DOCUMENT RESUME

ED 129 374 JC 760 536

AUTHOR Kintzer, Frederick C.
TITLE Emerging Patterns of Statewide Articulation Transfer Agreements.
PUB DATE 76
NOTE 144p.

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS *Articulation (Program); College Cooperation; College Credits; Coordination; Educational Policy; *Higher Education; Interinstitutional Cooperation; *Junior Colleges; Master Plans; State Agencies; *Statewide Planning; *Transfer Programs; Transfer Students

ABSTRACT

This document provides an historical perspective on state government involvement in postsecondary articulation/transfer matters, and a state-by-state discussion of articulation developments in higher education. To date, 39 states have released guidelines or policies regulating the transfer of credit between two- and four-year colleges, and in some cases, procedures directing the articulation of curricula. Of the 39 state documents, 14 contain specifically drawn policies and 13 others are primarily made up of general guidelines. Most of the other 12 states rely almost entirely on interinstitutional agreements, but have also identified a state agency with some degree of statewide responsibility. In these 12 states, including the District of Columbia, statewide guidelines or policies are in the planning process. The final section of this document summarizes the articulation/transfer scene. Articulation/transfer policy agreements should continue to be voluntary. While the need for statewide guidelines and coordination is recognized, authority for policy determination should rest with institutions, although cooperative responsibility between institutions and state agencies is important in the formulation of interinstitutional policies and procedures on articulation/transfer. (Author/JDS)

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ED129374

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FREDERICK C. KINTZER

JC 760 536

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FREDERICK C. KINTZER
Graduate School of Education
University of California, Los Angeles

1976

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EMERGING PATTERNS OF STATEWIDE ARTICULATION TRANSFER AGREEMENTS

Frederick C. Kintzer

I.

Introduction

Articulation, as the term is commonly used in education, is an extremely complex concept. Since the study of articulation deals with the movement of students through educational institutions, consideration must necessarily be given to such activities and processes as curriculum planning, course and credit evaluation, translation of nonformal experiences into formal credits, admission-exclusion-readmission, as well as advising, counseling and other services to students.

The term articulation/transfer as used in this book refers to inter-institutional or intersegmental relationships as expressed by guidelines or policies, and the procedures developed to transfer credits.

Consideration of the various types of mobile students adds new dimensions to articulation/transfer. In addition to the long-standing transfer group which moves in regular sequence from secondary school through the community college, junior college or technical institute to senior college and university, one must refer to the "reverse transfer or drop-down," the "stop-out or returning transfer," the "double reverse transfer," the "open-door transfer," the "intercollege-interuniversity transfer," and the "vocational-technical education major." (For clarification of these terms, see two articles in College Transfer: (1) "Transfer Standards and the Public Interest" by Warren W. Willingham and (2) "The Transfer Student Dimension of Articulation by Frederick C. Kintzer.)

In addition to these traditional groups are the thousands of atypical students enrolled in so-called nontraditional study programs sponsored by a variety of corporations, agencies, and governing bodies of educational institutions. Among the prominent corporations leading the "revolution in nontraditional study" (see Menacker, 1975) is the College Entrance Examination Board with its Advanced Placement Program dating from the early 1950s and the College Level Examination Program beginning in 1966, based on earlier experimentation of the Educational Testing Service. The American College Testing Program with its ACT Test Battery provided competition in the early 1960s to hasten widespread usage of college aptitude measurement.

Also in the mid-1960s the College Proficiency Examination Program was developed and initiated by the New York State Education Department to measure adult achievement by examination in one of the most extensive attempts to provide a structure for dispersing the "tidal wave" of students engulfing higher education.

The American Council on Education's Office on Educational Credit (formerly the Commission on the Accreditation of Service Experiences) is becoming increasingly influential through its "Guide to the Evaluation of Educational Experiences in the Armed Forces." The latest edition (1974) "marks the beginning of a system of continuous evaluation of formal military training experiences" (Heyns, in Miller and Sullivan, eds., 1974). The Council's Office on Educational Credit is presently exploring the potential of this system for industry, including the relationship of MOS skills (Military Occupational Specialty) competencies, and knowledge to nonregistered apprentice training programs (American Council on Education, May 23, 1975). These and other promising developments on the drawing board

in the Council's Office on Educational Credit could revolutionize the effort to assign credit to nontraditional experiences presented as a priority recommendation of the Commission on Nontraditional Study (1973).

Other agencies are also interested in translating experience into credits, including influential regional accrediting agencies. For example, the Southern Association of Colleges and Schools and the Western Association of Schools and Colleges have committees on Nontraditional Considerations. Two major studies, both funded by national organizations, are assessing various techniques for extending flexibility to postsecondary degree programs and improving techniques of assessing work and experiential learning--the "Medsker Study on Extending Opportunities for a College Degree: Practices, Problems, and Potentials," funded by the National Science Foundation and the Educational Testing Service study on Cooperative Assessment of Experiential Learning. At least 100 colleges and universities grant experience credit (Meyer, 1975). As material on the State of New York (in a later section of this work) will indicate, 30 institutions make such allowances.

With respect to External Degree programs, Houle describes a three generation development, from first an extension degree area--to an emphasis on special degrees for adults--to the current type referred to as the assessment degree. While too diversified for easy explanation, the third-generation external degree programs emphasize the "accomplishments of learners wherever they may be gained" (Houle, 1973). External degree programs will be accounted for in several states in the state-by-state section of this book, including the well developed program of the Board of Trustrees of SUNY known as the Regents External Degree, the Connecticut Board for State Academic Awards which offers an external Associate in

arts degree, as well as colleges and universities in other states including New Jersey (Thomas A. Edison College), Minnesota (Metropolitan State College), Florida (Nova University and Florida International University), and Vermont (Community College of Vermont). Other variations on the New York and New Jersey types will also be reviewed; i.e., the recently announced Continuing Education Unit to extend credit for a variety of activities in West Virginia, the Evergreen State College approach in Washington, and the consortium of midwestern institutions headquartered at Antioch College, Ohio, called the University without Walls. These examples merely scratch the surface of a rapidly growing and widespread effort to add elements of flexibility to a rigid system of awarding credits and degrees.

Another trend in educational programming, experimentation with nonpunitive grading, will be explored in later sections. While relatively few postsecondary institutions are committed entirely to pass-fail or a similar system, it is safe to say that most colleges and universities allow some credits to be earned through some nonpunitive grading plan. In California, senior institutions apparently prefer the pass-fail option, while the state's community colleges favor a credit-no credit pattern (Elsner and Brydon, 1974).

Particular reference is made to the pass-in progress grading plan utilized in the Nova University National Ed.D. Program for Community College Faculty. Adopted at the inception of the professional degree program, this system is based on the assumption that students who fall grossly behind in their module work will, perhaps with teacher guidance, eliminate themselves. Like other forms of nonpunitive grading, this type requires a rapid and efficient communication system and a great deal of caring for students. Negligence could result in inordinate expense for both student and administration, if not legal complications, in extreme situations.

From all indications, that system is working effectively in the Nova University professional degree program, one of the most worthwhile of the several recently launched external degree efforts.

Cooperative (work experience) education represents one of the early attempts to relate part-time employment to formal school, and to develop a credit equation for applied experiences. Offered first at the University of Cincinnati, cooperative education's strongest development is taking place in community colleges. Heermann outlines a formula referred to as the comprehensive model offering a differentiated set of work and study programs to satisfy particular student needs. "Cooportunity clusters" is the term used to emphasize the work-study balance that characterizes the model (Heermann, 1973).

Industry-based degree programs where all degree requirements are offered under company aegis provide additional options primarily to employees. While programs offered entirely by industrial corporations tend to exclude general education, thereby depriving employee-students of a balanced educational experience, technical training provided is often superior to that available in traditional colleges and universities in terms of hardware sophistication and practical applications. Industry-college/university cooperative efforts can provide the balance deemed necessary for contemporary living. Examples of opportunities available exclusively in industry and as coordinated efforts with educational institutions will be discussed in the text of this book.

The current shortage of students, particularly the regular grade-by-grade type, and the corresponding part-time student majority (see Lombardi, 1975) has resulted in intense intrainstitutional competition; i.e., "buying students with cheap credits for experiential learning," "blanketing students

with brochures, booklets and shrill, exaggerated catalogs," and "using no-need grants to lure affluent students" ("National Forum . . .," 1975 quoted in Lombardi, 1975). These desperation tactics, at worst, can be translated into articulation/transfer policies. Examples will be found in the state-by-state chapter.

Developments outlined thus far affect the direction of articulation. In terms of policy formation, however, the increasing involvement of state governments exerts heaviest influence. Usually centered in agencies composed of representatives appointed by the governor, articulation particularly at the process level is apt to become a state bureaucratic contrivance. Educators fear, and rightly so, if the focus of articulation is not on student need, overstandardization and control will inevitably result. A strong recommendation will again be made for voluntary and cooperative articulation efforts where state agencies remain as third party cooperators--where the primacy of institutions is preserved. In operational terms, "responsibility for establishing and applying transfer policies and practices that affect itinerant students belongs to the institutions" (Association Transfer Group, 1973).

The case for state agency third-party coordinating relationship rather than unilateral bureaucratic control is eloquently expressed in the final report of the Carnegie Commission on Higher Education.

> Our greatest single concern . . . is that in some states 'superboards' and legislators and governors are now exercising too much detailed policy and administrative control over institutions of higher education and unduly infringing upon their essential independence, are neglecting higher education too much financially and controlling it too

much administratively. They should, instead, support and advise (Carnegie Commission on Higher Education, 1973).

While some are making commendable progress toward achieving the appropriate balance between state coordination and institutional integrity, no state is fully effective. As indicated in earlier writing, articulation plans are found in California (the Articulation Conference), Florida (Formal Agreement Plan), Georgia (Core Curriculum Formula), Illinois (Legally Based Plan), Texas (Modified Core Curriculum), and now the Compact in Massachusetts and the AACRAO Articulation Plan in Michigan. Each of these efforts will be described and evaluated along with developments in other states, including statewide agreements, actual or pending, in Arkansas, Connecticut, Kansas, Maryland, Minnesota, Missouri, Montana, Nebraska, Ohio, Oklahoma, Pennsylvania, Rhode Island, and Tennessee.

While the plans now in operation vary considerably in approaches to improving interinstitutional communication, preserving institutional integrity, and allowing greater flexibility in advanced standing credit, all cite specific agencies or committees as responsible bodies in matters related to articulation/transfer. Not all of these statewide organizations share the same degree of authority. The Florida Junior College/University Joint Committee is apparently the final authority on articulation issues, while the California Articulation Conference has little authority. The lack of decision-making power often characterizes volunteer organizations. Regarding the Florida administrative style, care must be taken to assure equality of representation and machinery for grievance procedures. The search for a balance of institutional-state government authority continues.

As the state-by-state reporting should clearly indicate, the trend is unmistakably toward control by state agencies as well as legislative

bodies. No longer is it realistic to decry the trend. That posture may well be self-defeating. Given the fact of life, we must learn to work compatibly in the current political orientation of state governmental domination.

The primary focus of this book is on the relationship of two conflicting directions in articulation/transfer--state control or institutional primacy. Material found in the state-by-state reporting of articulation developments (updating and expanding a previous volume, Kintzer, 1973) will document these conflicting concepts.

A background statement of state government involvement precedes the 50-state update. The final chapter is a summary of the articulation/transfer scene nationwide.

Frederick C. Kintzer
University of California, Los Angeles
1976

II.

Statewide Developments--An Historical Perspective

Involvement of state government in articulation/transfer matters is a comparatively recent phenomenon. While reference to the need for an educational system allowing students to move from township high schools to the University was written into the Constitution of the State of Indiana as early as 1816 (Russell and Judd, quoted by Menacker, 1975), the actual processes of transfer in Indiana have not been developed statewide. Decisions are still left to individual institutions or groups of institutions. A volume published in 1973 by the Indiana Commission for Higher Education, The Indiana Plan for Postsecondary Education: Phase One (Volume II) A Pattern for the Future, includes a section on institutional missions and recommendations on vital aspects of articulation; i.e., curriculum development and access. While not discussed specifically, references to the transfer function are found throughout this document.

Strongest pressure for systematic approaches to articulation/transfer came primarily from regional and national educational groups. In the first chapter of his valuable book, Menacker traces in this regard the emergence of regional and professional accrediting associations, national committees and commissions (the Committee of Ten, 1892; The Committee of Nine on the Articulation of High School and College, 1910; The Eight Year Study, 1930) and commercial enterprises heretofore mentioned (CEEB, ACT, et al.). The impact of the community-junior college movement as the middleman in the transfer process was yet to be felt.

Early spokesmen for the two-year college were apparently aware of this lack of statewide activity. For example, William John Cooper, United States Commissioner of Education and Director of a 1931-32 survey of "Articulation of High School and College" reported by P. Roy Brammell (1973) indicated in his Letter of Transmittal:

> There results from this study an impression that the plans for articulating high schools and colleges are very confusing (Brammell, 1933).

This confession, Cooper speculated, is probably due to the effect of adding new institutional standards while still continuing the old policies. Lack of continuity and coordination is therefore suspected.

Medsker spoke directly to the point in his landmark volume, The Junior College: Prospect and Progress, when he indicated:

> Without doubt one of the great needs in many states is closer coordination between two- and four-year colleges (Medsker, 1960).

While relationships had been cordial and joint participation continued to be common, Medsker pointed out that student-centered articulation policies and procedures required continuous effort:

> To provide the impetus for and the coordination of this effort, some form of liaison machinery, either structured or informal, seems essential (Ibid., 1960).

Each state, he concluded, is obliged to develop its own pattern of coordinating effort.

Need for state-sponsored coordination was again reinforced in both publications developed under the auspices of the Joint Committee on Junior

and Senior Colleges established in 1957 and chaired by James L. Wattenbarger at the time of the reports. The first document, prepared under the direction of James H. Nelson, asked the question: How may effective articulation be accomplished? The answer?

> In addition to some over-all administrative coordination, there will be specific articulation activities which will assume a variety of forms: a) ad hoc committees . . . , b) standing committees . . . , c) state and regional conferences . . . , d) interinstitutional visits, newsletters, and similar expressions of cooperative planning may also strengthen articulation ("Guidelines," 1966).

The other document, From Junior To Senior College, a reader's version of the technical reports of the Knoell-Medsker comprehensive research effort, called attention to the fact that:

> Present articulation machinery in many states and in many institutions is inadequate to solve the problems which will be brought on by an increasing volume of transfer students (Knoell & Medsker, 1965).

Answering the question, "Should articulation be voluntary or legally mandated?" the "Guidelines" statement favors the former, with this reasoning:

> Because articulation is both a process and an attitude, there are distinct advantages to having articulation machinery voluntary, particularly with respect to procedures for reaching agreements ("Guidelines," 1966).

In a later statement, Nelson makes a point strongly shared by this writer that "statewide activities should not be regarded as a substitute for local action."

These statements along with others variously presented as admonishments, warnings, and recommendations urging statewide action were not forthrightly heeded. For example, the "Community Junior College Act," suggested State Legislation 24:64-77, published in 1965 by the Council of State Governments in cooperation with the National Conference of Commissioners on Uniform State Laws makes no mention of articulation/transfer. Although the 14-sectional document presented a detailed statement for the establishment and maintenance of community junior colleges and for related purposes (emphasis is the author's), the relationship between two- and four-year colleges remained undeveloped. Except for a reference in section 2 (c) to the "need to establish and maintain an appropriate balance between community junior college programs and facilities and other educational programs and facilities," the notion of statewide coordination especially curricular and admission coordination remained unmentioned ("Community Junior College Act," in Ogilvie & Raines, eds., 1971).

The lack of information on articulation/transfer characterized the early state master plans which included community colleges. Nineteen plans analyzed by Hurlburt and dating from the California Master Plan for Higher Education, 1960 to the Colorado and Indiana documents released in 1968, noted an absence of transfer policies and procedures. Two- to four-year transfer information, Hurlburt concluded, was probably an institutional, rather than a statewide, matter (Hurlburt, 1969). As Knoell and Medsker reported several years earlier:

> The net effect of junior college development on the production of baccalaureate recipients has scarcely been considered in making master plans (Knoell & Medsker, 1965).

More recent state master plans, however, have shown interest--major interest in several cases--in providing philosophical discussions in recognition of the problems faced by transfers, as well as recommendations to correct conditions of unequal treatment, even penalty against transfers.

As the work of the Joint Committee was nearing its climax in 1965-66 with the preparation of the technical reports and "The Guidelines" soon thereafter, developments in four states set the stage for greater statewide activities in the 1970s. In 1965 the Florida State Board of Education, after nearly 10 years of negotiating, including subject matter joint committees, approved an articulation agreement guaranteeing transfer student acceptance by campuses of the university system. The same year, coincidentally, the Illinois General Assembly passed the Junior College Act which included articulation procedures in Sections 102-111 of the Act. A statement in the 1964 Provisional Master Plan for Higher Education in Illinois provided impetus for the Junior College Act which in turn, established the legal base upon which to build a comprehensive articulation plan (see Kintzer, 1973).

In both cases, however, it was 1971 before agreements were in consistent use. In April 1971, the Florida Formal Agreement Plan first approved in 1965 was updated and reconfirmed and placed in action, the Illinois Legally Based Plan was adapted by the Board of Higher Education on June 1 of the same year.

During the same period, the third state, Georgia, was making progress toward a core curriculum formula. Initially effective in all institutions of the university system (including public junior colleges, senior colleges and universities) by the 1969 fall term, the 90 quarter hour core as described in Chapter III provided transfer students equal opportunity to graduate with the same total credits as original university students.

Meanwhile, Texas was developing a modified version of the core curriculum idea, and a policy adopted in 1968 by the Coordinating Board, Texas College and university system formed the bases for an agreement.

In the same year, a master plan for higher education was adopted by the Utah State Board for Higher Education, but it was not until 1970 that a set of articulation policies was opperant. Despite Utah's small number of transfer applicants, need was apparently recognized for written policy. Impetus for change has also resulted from statewide studies, some of which were conducted in actual preparation for a state master plan.

The New Jersey Master Plan for Higher Education, Goals for Higher Education, is among the earliest developed after the Hurlburt study to make at least minimal reference to articulation. This document published in 1970 takes the initial recognition step in a brief two-paragraph acknowledgement of the need for greater access and for special cooperation among institutions. The first interinstitutional, intersegmental articulation conferences were reported and the continuation of these recommended.

By far the most comprehensive of the early efforts was the work of the Kansas Master Planning Committee. In preparing for the first phase of the state master plan, this committee produced a five-volume report which gave major attention to an educational needs inventory of students attending postsecondary institutions (Master Planning Commission, v. 3, March 1972). By December 1975 the entire document was completed. A transfer and articulation agreement resulted from this five-year, five-volume study. The plan was implemented with the 1975 fall term.

The Oklahoma Master Plan, published in July 1971, outlines policies adopted two years later. Similar to the Florida agreement, graduates of public community colleges "who have successfully completed the general education requirements for the associate degree will be eligible to transfer . . . work to a four-year college or university without . . . completing additional lower division general education courses" (Kintzer, 1973).

As will be shown in the state discussions in Chapter III, New York has taken giant steps to implement the Regents' Statewide Plan for the Development of Postsecondary Education (Education Beyond High School, 1972). Extensive discussions on increasing student options and equalizing opportunity signal projects are now in operation or are being implemented. These include a number of off-campus type options for the independent learner.

In reviewing the Master Plan, the Regents confirmed the belief that the State University (SUNY) should admit two-year college graduates to four-year schools on a first priority basis, and after admitting them, provide the same privileges as those entering senior institutions directly from high school. With an emphasis still rare in state system documents,

the Regents further encouraged nonpublic colleges to help meet the educational needs of two-year college graduates.

The Master Plan for Higher Education in Connecticut 1974-1979 is an admirable example of transfer student recognition and protection. This document devotes a seven-page section to "transfer." The discussion on resolving problems poses a frequently-voiced transfer student question: "Now that I am in, how do I get from this step to the next?" and answers with two possible solutions:

1. to give the transfer student overriding priority to enter any institution and program he chooses, or
2. to make him compete for existing places on the basis of his ability and achievements just as applicants to the freshman class do.

In elaborating on the first position, the Connecticut Commission for Higher Education disfavors discriminating against the native student, but indicates that the second position (discrimination against the transfer) cannot be supported either in a system where community colleges are considered equal partners with senior institutions.

The final paragraphs of this insightful document present recommendations to prevent or ease the "transfer shock" invariably experienced during the initial term immediately after transfer. The commission points to the extreme importance of counseling and other supportive services in orienting transfers to their new environments.

Typical of the master plans of this decade, The Statewide Master Plan for Community Colleges in Maryland 1973-1983 presents policy statements on articulation/transfer. It assigns the State Board for Community Colleges responsibility for facilitating transfer between community colleges and

the University of Maryland, the state college system, and other senior institutions and coordinating relations between high schools and community colleges. The plan recommends that qualified community college graduates be guaranteed admission to public senior institutions, and in the final recommending section, advocates that every community college consistently evaluate programs and instruction with particular reference to transfer student performance.

Reference was made in Chapter I to the Massachusetts Compact, an A.A./A.S. degree agreement which eventually will include transfer assurances for applicants without associate degrees. Impetus for the development of Compact, released by the Commonwealth's Transfer Review Council in May 1974, was provided in the Massachusetts' master plan for community colleges printed in 1967 under the title: Access to Quality Community College Opportunity. Recommendation #15 indicates that transfer relationships between public community colleges and senior institutions should be "systemized and made routine as early as possible." This section further suggests that this effort could best be initiated and developed by the Board of Regional Community Colleges with the cooperation of the Board of Higher Education. Accordingly, the Massachusetts Transfer Review Council was established in 1971 to accomplish this work which, from a five major area investigation, culminated in this policy for facilitating student mobility.

Among the most influential statewide projects undertaken in the early 1970s were the feasibility study in Hawaii, transfer policy documents in Minnesota and Oregon, and transfer guidelines developed in North Carolina, Ohio, and Rhode Island.

The Hawaii feasibility study prepared by Richard H. Kosaki (now Vice President of the University System) in 1964 was the landmark document

preparatory to the creation of the state system of university-attached community colleges in the same year, and the "Controlled Growth" policy statement of 1970. Although transfer, as a process was left undeveloped in this early statement prepared for the state's second Legislature, it was anticipated that the majority of transfer students would go to the university, implying the need for organized effort (Kosaki, 1964).

The Minnesota and Oregon transfer policy documents will be thoroughly reviewed in Chapter III. Suffice it to say here, community colleges in both states continue to have a close state agency relationship, the Minnesota institutions with the State Junior College Board; two Oregon state agencies, the State System Committee on Community Colleges and the Council on Community College-State System Coordination. The former Oregon committee, for example, has by mandate legal authority in instructor appointment and curriculum approval. These close relationships would indeed affect articulation policy.

A 1974 North Carolina document, resulting from a general education study, is one of the few to recommend that receiving institutions develop procedures for extending credit through nontraditional methods (General Education Subcommittee of the Joint Committee on Transfer Students, 1974). The Ohio "Guidelines on Articulation" revised in February 1975 recommends transfer student admissions priorities, and the Rhode Island "Admissions Policies and Guidelines" on transfer students revised the same month calls for complete transfer acceptance of the A.A. degree.

These developments are representative of a diversity of statewide efforts to rectify discriminatory practices against transfer students. Such changes appear to be focused on community college Associate in Arts degree graduates, and in particular on the general education portion of that degree. The Associate in Science and Associate in Technical Arts degrees remain

some distance behind in terms of recognition, since technical-vocational work, the "forbidden territory" in academic transfer societies, is directly involved. Exceptions will be pointed out in the state-by-state reports to follow in Chapter III. Similar developments in a number of other states will also be reported.

III.

The State-by-State-Update

Thus far, we have accounted for statewide articulation/transfer agreements between or guidelines for two- and four-year postsecondary institutions that are operating with varying degrees of affectiveness in a number of states. A careful study of material in this chapter will indicate, in fact, that 39 states have released guidelines or policies regulating the transfer of credit between two- and four-year colleges, and in some cases, procedures directing the articulation of curricula. Of the 39 documents, 14 contain specifically drawn policies and 13 others are primarily made up of general guidelines. Most of the other 12 states, which rely almost entirely on interinstitutional agreements, have also identified a state agency with some degree of statewide responsibility. The remaining 12, including the District of Columbia, are in the planning process.

Given the tendency of state agencies to coordinate less and control more, one can safely speculate that it is only a matter of time before articulation/transfer becomes the prerogative of the state rather than a product of interinstitutional negotiation.

Involvement to some degree by the state is plainly necessary, but not control which at this point appears to be inevitable.

ALABAMA

Junior-senior college articulation is still performed largely on the institutional level within the boundaries of statewide policy decisions. Academic programs throughout the state system are based on university and senior college curricula. Transfer from the 19 junior colleges to senior colleges and universities operates smoothly, largely because of the mutually agreed role definitions. The legislative act that created the state junior college system did not include a section on course credit acceptance. Through the years, however, the universities and state colleges have developed a framework of transfer procedures with junior colleges. A joint junior-senior college articulation committee may be created to detail transfer guidelines. This committee would be similar to the Florida Task Force.

The University of Alabama has taken the lead in dealing with junior-senior college articulation problems and plans are now in effect to involve all junior and senior colleges in the state, both public and private. There is also a possibility that an upper division college will be created to absorb junior college students without going through the traditional transfer and evaluation processes. This development of upper-level senior institutions has taken place in some dozen states, and so long as this remains an option for students, rather than a necessity, the flexibility gained could be beneficial to the entire system of higher education.

ALASKA

Alaska's nine public community colleges are comprehensive in curricular offerings--both university parallel and vocational-technical programs are

provided. These two-year institutions are beginning to offer extensive noncredit courses and a variety of community services-type opportunities. Like Hawaii, the community colleges are a part of the University of Alaska system. Statewide coordination and liaison are provided by the University Executive Vice-President.

Graduates from Alaska high schools are admitted to any of the two-year associate degree programs regardless of grade averages, except Electronic Technology. Non-high school graduates can be admitted to a community college program if 19 or older. Transfer applicants are eligible with at least "C" grades in all previously-taken courses (and honorable dismissal). Transfer applicants with less than 30 semester credits must submit ACT scores from the American College Testing Program.[1]

ARIZONA

Under the direction of the Higher Education Coordinating Council, the State of Arizona has recently published a Higher Education Equivalency Guide. Introduced initially at the first annual University-Community College Conference held at Arizona State University, Tempe, in May 1974, the Guide is prefaced by a series of general transfer statements prepared by senior institutions. The statewide Conference format provides opportunity for group meetings to discuss problem areas and update course numbers as well as to negotiate other equivalencies. The Guide has already become a viable

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[1]The University of Alaska. Factbook. College, Alaska.

document, and is under continuous adjustment. Most importantly, it is proving to be useful in closing the communication gap among faculties of various disciplines. This document has been instrumental in launching an era of credibility and trust within the higher education segments.

The State Community College Board serves as a clearinghouse for changes and corrections.

Arizona State University will accept in transfer a maximum of 64 semester credits completed at any of the 15 community colleges with a grade of "C" or better in 100 level or above courses. In general, community college students are encouraged to take their lower division general studies at the community college and also to complete requirements for the associate degree before transferring. Students entering a professionally-oriented curriculum (i.e., engineering and business) are advised to complete lower division prerequisites (i.e., mathematics and science) in order to be admissable to upper division technical courses in a major field.

The University of Arizona and community colleges have sponsored joint articulation committees. The Pima Community College-University Cooperative Committee greatly facilitates a good relationship between these two institutions in the Tucson area. A similar committee is now functioning in Maricopa County between the county community colleges and Arizona State University.

The University has recently announced a pass-fail option which permits up to a 12 course maximum. As is frequently the case, pass-fail courses cannot be counted toward major, minor or other specified requirements. Students electing pass-fail options must simultaneously take at least 12 units for regular grades and not more than two pass-fail courses in a semster.

Vocational-technical courses continue to be nonacceptable in transfer to the university. Satisfactory performance on CLEP examinations is acceptable at the university which is one of the state's CLEP testing centers.

As the vocational-technical school for the state, Northern Arizona State University has a detailed policy on the transfer of vocational-technical credits and baccalaureate applications with community colleges. This policy allows up to 18 credits for work experience and an additional 18 credits maximum for nonformal higher education training in various nonaccredited institutions.

Northern Arizona State University initiated a series of course articulation guides to assist transfer students in planning community college work. Each department prepared a one-page document for each major field with corresponding community college equivalencies. This course equivalency guide continues to serve as a kind of continuous contract which students have as a baccalaureate equivalency record.

Articulation problems in the state are now confined largely to departmental and major field areas rather than admissions and general education. The development of the Equivalency Guide is primarily responsible for the leveling off of articulation difficulties.[1]

ARKANSAS

The chief academic officers of all state-supported colleges and universities (including the five community colleges) have been meeting

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1Higher Education Coordinating Council. Higher Education Equivalency Guide. Phoenix, Arizona, 1974.

regularly with staff of the Department of Higher Education to develop articulation/transfer policies. The State Board of Higher Education is expected to adopt statewide guidelines during the 1976-77 academic year.

At present, many community college students transfer to the university prior to receiving the associate degree. The university accepts 90 credits, including some vocational-technical credits, toward the baccalaureate degree.

According to The Community Junior College Story, every county in Arkansas would eventually have a comprehensive community college. With that commitment in mind, the need for statewide articulation/transfer guidelines becomes increasingly important.[1]

CALIFORNIA

The articulation/transfer plan operating in California has evolved over a generation of time on the basis of voluntary cooperation and negotiation among the tripartite system of higher education--the University of California, the California State University and Colleges, and the one hundred-plus locally controlled community colleges. The series of agreements continuously reviewed by The Articulation Conference, an informal organization composed of representatives of the tripartite system and private universities and colleges, illustrates the concept that developing curricula and establishing standards for degrees (associate and baccalaureate, alike) are faculty

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[1]Commission on Coordination of Higher Education Finance. The Community Junior College Story. Little Rock, Arkansas: State Community Junior College Board, November 1969.

responsibilities. Hence, faculty representation on The Articulation Conference is prominent.

The Articulation Conference is also directly related to functional assignments of the tripartite members stipulated in The Master Plan for Higher Education (1960) and the state Education Code. Although the Education Code does not prohibit the University of California and the State University and Colleges from offering vocational-technical education, the Code does name the community colleges to maintain such curricula. As described in a subsequent paragraph, the State University and Colleges system allows greater flexibility in accepting community college vocational-technical courses than the University of California. The university, according to The Master Plan, is the primary state-supported academic agency for research (Section 22550). While this does not specifically prohibit the university from granting such credit, its academic mission is thus emphasized.

Because of these basic considerations, changes in articulation/transfer have been more pronounced in the State University and Colleges System. Several sections of Executive Order #167 (which is a part of Title 5 of the California Administrative Code) outline the policy first effective in the fall of 1974:

General Policy. Courses which have been developed and are recommended by the faculty of a regionally accredited college or university and designated as appropriate for baccalaureate credit by that institution shall be accepted by any campus of the California State University and Colleges for credit toward its baccalaureate degrees. Appropriate campus authorities shall determine the extent to which such credit satisfies the

requirements of a particular degree program. Credit not otherwise applied shall be accepted as elective credit insofar as it meets any qualifications which may be associated with elective provisions, such as course level, distribution among disciplines, or type of course. Courses presented by transfer applicants which were completed at unaccredited institutions or courses completed at accredited institutions but not designated as appropriate for baccalaureate credit shall be evaluated and their acceptibility and applicability shall be determined by appropriate campus authorities.

Procedures. Courses offered by general purpose baccalaureate granting institutions can be assumed generally to be considered as appropriate for baccalaureate credit by that institution unless specifically identified as serving some other purpose. However, in the case of multipurpose institutions such as community colleges, a determination must be made as to the purpose which each course serves. Courses from accredited institutions which do not offer bachelor's degrees will be accepted when such courses are identified in the catalog or other official publications as baccalaureate courses. Such identification must make clear that the course is considered to be of baccalaureate level and quality. No qualification may be attached to the designation. For example, it would not be acceptable to designate a course as being of baccalaureate level for the California State University and Colleges or for particular fields of study.

Certification of courses by community colleges may take various forms: an item in the catalog (or similar official publication) or on the transcript indicating the number series which designate baccalaureate level courses; or a list of courses (or groups of courses) which are baccalaureate level to be enclosed with each transcript. Such lists must correspond to an appropriate catalog statement.

Each campus of the California State University and Colleges requires a minimum 40 semester unit or 60 quarter unit general education-breadth course pattern of at least two courses in four general areas. Universities and colleges in the system accept the entire 40-unit minimum from any regionally accredited college when so certified by the president or his delegated representative. Any requirements beyond the 40-unit minimum of general education on any of the 19 campuses of the system apply equally to native and transfer students, alike.

The same Executive Order established a Transfer Credit Review Board with membership equally divided between the State Universities and Colleges and the California Community Colleges. Any certified course under challenge is accepted if the student enrolled in the challenged course has remained in continuous attendance in the particular institution. Any state university or state college may accept courses after the student has been admitted.

The University of California continues to accept community college courses on an equivalent or similar basis. The university also accepts courses whose purpose, scope, and depth are appropriate to a university degree. This acceptance is initially determined in the universitywide admissions office and is based on catalog statements submitted by community colleges. Such credit (up to 70 semester or 105 quarter units) receives graduation credit. Courses in excess of 70 semester units receive subject credit, and may be used to satisfy university subject requirements. Community college courses that have no counterpart in the University will be translated as "credit by title," or elective credit. As indicated earlier, vocational-technical credits are generally not accepted, except in

a few situations where applied majors are offered on campuses of the university. For example, a series of five Administration of Justice courses offered by community colleges have recently been approved for transfer credit on all university campuses. Flexibility in this area of articulation, however, is not likely to be extensive.

For several years, some university colleges (notably the College of Letters and Science at UCLA) have enforced a credit minimum and maximum rule largely resulting from budgetary constraints. Unit credit will not be granted by the UCLA college after a student has completed a total of 105 units in all institutions attended. Subject credit toward completion of college requirements is granted for units totaling between 105 and 120, but no credit after the 120 maximum has been reached. A baccalaureate degree from this college must also be completed under a 208 unit maximum. Few exceptions are made in either policy situation. Several campuses of the university have placed limitations on acceptance of CLEP scores rather than expanding this type of advanced standing credit.

The University Board of Admissions and Relations with Schools approved a new policy on transfer credit for experiential learning. Beginning with work completed in fall 1974, and for a trial period of five years, a maximum of nine quarter units will be granted contingent on the following guidelines:

1. Such learning must be associated with academic course work in a clearly defined and identifiable way.
2. The work must be carefully planned and supervised.
3. The expected goals must be clearly stated.
4. The work must be carefully evaluated by both faculty and supervisors (by written reports or grades) and the quality measured (by grades) and noted on the official transcript of record.

Recent legislation replaced the state's Coordinating Council for Higher Education established by the 1960 Master Plan for Higher Education with the California Postsecondary Education Commission. Assembly Bill 770 (1974) named the commission as the statewide postsecondary education planning and coordinating agency. Although delegated powers are broad and general, the leadership of The Articulation Conference remains somewhat concerned that the most cherished features of the Conference--volunteer membership, cooperation in identifying problems and recommending solutions to segments--will give way to policy controls and political expediency. The language of two influential committee reports authorized by the state legislature clearly favors a strong state agency role in determining and coordinating articulation processes.

The California Articulation Conference, like other volunteer organizations, suffers perennially from financial instability. Modest contributions from the constituency are inadequate to continue the work of liaison committees and to implement, let alone monitor, their recommendations. Full-time administrative and secretarial help is an obvious and critical need.

The conference faces several alternatives: to request a considerable increase in the contributions of each of the five segments, to appeal to the state legislature for separate funding, or to offer to become an integral part of the new Postsecondary Commission.

All institutions in each of the tripartite public units of higher education maintain offices or single individuals who deal with articulation/transfer matters. Communication over the state is much improved.

COLORADO

A broad statement of philosophy is the basis for articulation/transfer policies developed independently by colleges and universities in the

State of Colorado:

> Credits applicable to an academic degree earned at a collegiate institution of recognized standing must be acceptable in transfer to other such collegiate institutions. While such credit would at minimum meet general institutional or elective requirements, it should also be considered, wherever applicable to meet specific degree requirements at the receiving institution.[1]

Vocational-technical credits and associate degrees in occupational programs are occasionally transferred in blocks of 90 credits in particular applied degree programs.

Included in the area of advanced placement credit in both community and junior colleges and senior institutions are life experience equivalents. Credentials or licenses held by applicants are ordinarily the guides for this type of credit granting.

All of Colorado's 14 community and junior colleges have nonpunitive grading practices as authorized by the State Board for Community Colleges and Occupational Education.

As yet, the state board has not issued statewide articulation policies. Transfer problems continue to arise, particularly in negotiations for course equivalencies. These would undoubtedly be eased considerably when articulation policies and procedures are developed and communicated throughout the state.

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[1]Colorado Commission on Higher Education. "Colorado Policy on Transfer of Credits Among Collegiate Institutions," January 26, 1973.

CONNECTICUT

Four types of two-year colleges are found in Connecticut: independent junior colleges (6), state-sponsored regional community colleges (12), state-sponsored technical colleges (4), and branches of the University of Connecticut (5).

Both the university and state college systems have transfer agreements with the regional community colleges. The state college resolution, approved by the Board of Trustees in December 1972, guarantees admission to a state college within the system. The agreement also includes the resolve that:

> Such students be admitted to the third year of study on the same basis as sophomore students are admitted to junior standing on the campus to which the Regional Community College graduate is admitted.[1]

In other words, transfer students are treated the same as the local or native students. No provision is apparently made for those who wish to transfer prior to completion of the associate degree.

The official policy of the university is to extend priority admissions to all qualified transfer applicants; i.e., completion of a two-year transfer program that is preparation for upper division university work, and a satisfactory grade point average. Graduates of two-year programs at the five university branches can also move without penalty to the university campus at Storrs. Articulation relationships between the two-

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[1]Connecticut Commission for Higher Education. College Transfer in Connecticut: A Guidebook for Students and Their Counselors, March 1975.

year branches of the university and the state college system, and between the state technical colleges and other postsecondary institutions in the total state system are not as clearly defined. Regarding transfer from the state-supported technical colleges, the Master Plan suggests only that senior institutions must be flexible enough to accommodate transfer students from a variety of educational backgrounds.[1] (Additional references are made to this Master Plan in Chapter II.)

Several private senior colleges have established admission priority and scholarships for transfer applicants from regional colleges.

The State Board of Trustees for regional community colleges was established along with the state system of higher education in 1965. The Commission for Higher Education is the coordinating body for all of higher education.

In 1973, the state created the Board for State Academic Awards, a constituent unit of the higher education system, to operate a program designed to help the part-time student acquire an academic degree, currently the Associate in Arts. This external degree program initiated in October 1974 is similar to those established in New York and New Jersey in 1972. The former now offers six degrees and the latter state offers five degrees in its Trenton-based Thomas A. Edison College. Connecticut, however, is the first New England state to grant an academic degree solely on the basis of proficiency examinations and/or previous or current attendance.

In Connecticut's external degree program, there are no resident faculty. A 12-member committee on the associate degree, the Faculty of Consulting Examiners, establishes standards, counsel individual students,

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[1]Commission for Higher Education. Master Plan for Higher Education in Connecticut 1974-1979: Quality and Equality, January 1974.

and prepare special examinations to accredit nonclassroom experiences. A minimum of 48 of the 60 units must be in the arts and sciences, and the remaining 12 are elective and may be chosen from college level vocational-technical or liberal arts courses. Credit can be awarded on any one or a combination of: (1) college credits awarded by accredited institutions, (2) military service school courses, (3) proficiency examinations, and independent study. A student works at his own speed to complete the 60 unit degree.

The board is exploring the possibilities of a baccalaureate external degree program.

DISTRICT OF COLUMBIA

Articulation/transfer continues to be an individual relationship between institutions in the District of Columbia. Public institutions in the District, however, are beginning to plan a formal program of articulation for two-year college transfers who apply in considerable numbers from Maryland and Virginia as well as the District junior colleges.

Through a series of direct transfer agreements with a select group of two-year schools, The American University is seeking to guarantee associate degree holders who have at least 2.0 grade averages admission to continuing degree programs. Such agreements represent starting points for more detailed guidelines for other levels of transfer.

Transfers entering either The American University or George Washington University from two-year colleges may bring 60 semester credits. Associate degree holders may transfer 75 and 90 semester credits to The American University and George Washington University, respectively. The associate

degree holders in both universities are considered upper division. Approximately one-half of The American University's transfers hold associate degrees.

A new institution, Washington International College, which has recently received its provisional accreditation, has devised a methodology for evaluating life experiences. The American University is also developing a plan for equating experiential learning.

As transfer student applications increase in the District, emphasis mounts on high school/community college articulation relationships. University counselors are being asked to advise high school students regarding the best community college program to pursue prior to applying to the senior institution.

The American University recently released the Final Report of the Task Force on Experiential Learning. The task force recommended that such learning specifically identified should be accepted for any part of a student's program, including majors and electives, and for any level of undergraduate or graduate work. On the undergraduate level, up to 75% of the total credit required might be awarded for experiential learning alone, or in combination with other credits for work taken prior to enrollment at The American University. In graduate programs, the maximum transfer credit would be six hours. The doctorate would still require 42 credits in residence, but any credit granted for experiential learning within the 72 total credits required beyond the bachelors would be acceptable.

The University's Coordinator of Transfer Admissions contributed significantly to this important breakthrough.

DELAWARE

The status of articulation/transfer in Delaware has changed significantly since 1973. In addition to two new campuses added to the statewide system of community college education, there are four notable developments in transfer arrangements:

1. Cooperative Career Technology Program Between Delaware Technical and Community College and Salisbury State College (Md.)--this program allows students to supplement technical education with liberal arts courses enroute to a bachelor's degree. Courses may be taken on both campuses concurrently. Out-of-state tuition and fees are waived.
2. Bachelor of Technology Degree at Delaware State College. Graduates of Delaware Technical and Community College are accepted with junior status.
3. Servicemen's Opportunity College Programs on the Kent Campus of the Technical and Community College. Program options in two of the established engineering curricula have been developed on the basis of the expressed needs of military personnel assigned to Dover Air Force Base. Mid-management, vocational education and technician courses are offered within the Mechanical and Electronics Engineering programs.
4. Occupational Teacher Education (A Bachelor of Science Degree Program. This consortium program involves the University of Delaware, Delaware State College, and the Technical and Community College. Students are prepared to be teachers in Industrial Arts

and Trades in middle and high schools. On-the-job experience, clinical observation, and participation in the classroom are required during the third year. A maximum of 24 semster hours may be earned by successfully passing all phases of the National Occupational Competency examination in a field associated with the technical specialty.

Delaware Technical and Community College continues its performance evaluation system which includes measurable behavior objectives established for each course offered by all departments of the college, and "distinctive" or "satisfactory" performance indications on the record rather than letter grades. A technical profile remains the viable record and is sent to transfer institutions and employers as well.

Residents of Delaware may pursue the Associate in Science or Arts program, contracted to the University of Delaware at three of the campuses, Wilmington, Stanton, and Southern. The Office of the Assistant Dean for the College Parallel Program is responsible for the coordination between the two programs. A philosophy of reciprocal admissions is maintained between the Technical and Community College and the University. Transfers are encouraged to complete at least one full academic year at the community college before transferring to the University at Newark.

FLORIDA

The Florida Formal Agreement Plan was described in detail and analyzed in Middleman in Higher Education.[1] This agreement, approved in 1965 by the

[1]Frederick C. Kintzer. Middleman in Higher Education. San Francisco: Jossey-Bass, 1973.

State Board of Education and revised and reconfirmed in 1971, guaranteed acceptance of community college transfers as upper division students in the state universities.

The heart of the pact is found in the third paragraph:

> After a public institution of higher learning in Florida has developed and published its program of general education, the integrity of the program will be recognized by the other public institutions of Florida. Once a student has been certified by such an institution as having completed satisfactorily its prescribed general education program, no other public institution of higher learning in Florida to which he may be qualified to transfer will require any further lower division general education courses in his program.[2]

The State of Florida was the first to reach a statewide agreement that programs stipulate what courses would be uniformly transferred among the state institutions.

The revised version agreed to in 1971 by the junior college division of the State Board of Education and the State University System Board of Regents, provides solutions to several problems encountered in the early years of operation. A description of some of these solutions should be useful information for other state groups facing similar issues.

1. The "D" Grade Problem. In the first document, "D" grades were transferable from high school but not from junior college. Now, all students with at least 2.0 averages in junior college work

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[1]Articulation Agreement Between the State Universities and Public Junior College of Florida." Tallahassee: State Department of Education, March 1971.

can transfer "Ds." In addition, completion of the A.A. degree establishes immediate university eligibility.

2. The Catalog Difficulty. Junior college transfer applicants were heretofore required to meet stipulations of a particular university catalog, while high school applicants were obligated to the current catalog. This obvious discrimination against transfer has been eliminated.
3. The "Second Chance" Situation. The university "drop downs" (frequently returning to the junior college in academic disgrace) could not, after successful records, return to the university because of the low total grade average. Through a junior college-agreed forgiveness plan, only a second attempt in a particular class now counts in the grade average.
4. The Quota Problem. The university is no longer permitted to discriminate against junior college applicants at the point of admissions. Criteria for admission selection must be developed and filed with the state coordinating committee.
5. Solving Disputes. The coordinating committee referred to above serves as an appeals court to settle difficulties filed by students or institutions.[1]

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[1]Marshall Hamilton. (report of the Florida situation) in Toward Solving Transfer Problems in Southern Universities and Colleges: Report of a Workshop, Southern Regional Education Board. (Undergraduate Education Reform Project, Southern Regional Education Board), 1975.

Other task forces have been assigned specific responsibilities. For example, the Task Force on CLEP is preparing a report of a five-year study of relations between the college level examination program and student achievement. The Standing Committee on Alternative Ways for Earning Credit is dealing with cooperative education, USAFI, and advanced placement programs. This group is attempting to determine whether a separate articulation agreement for the Associate of Science degree is necessary. This involves the most difficult problem of inclusion or exclusion of occupational and physical education courses.

Prompted by the Council of Academic Affairs' (community colleges) proposal to amend the articulation agreement to remove the exclusion of occupational courses from the required 60 semester credits for the Associate of Arts degree, the task force is analyzing current transfer arrangements between community colleges and universities. Some universities have evidently started to accept students from community college social work programs. This informal acceptance may be the beginning of a broader agreement on occupational credit transfer.

A number of programs over the state have recently been developed to allow student acceleration. In 1973-74, for example, over 30,000--10,000 in high school and 20,000 in college--took advantage of such opportunities. Approximately 12% of all high school seniors, 9% of those in community colleges, and 40% of the freshmen and sophomores in the state university system participated. To name only a few programs, the Your Open University (Y.O.U.) program at the University of South Florida included about 2,000 students in independent study. The External Degree Program at Florida International University is now validating work and life experience, and Florida Technological University is admitting some first-year students to

second-year standing on the strength of the Florida Twelfth Grade Test scores and high school transcripts.[1]

A standard academic record form for transfer students has been in use since September 1973.

The Articulation Coordinating Committee of the Florida State Department of Education reviews and evaluates articulation policies and procedures. This continuous responsibility includes making recommendations for resolving individual problems and establishing priorities for research on systemwide followup studies, admission regulations, grading standards, curriculum design, and other studies directly associated with articulation.[2] The Committee annually issues a document which provides any new sections of the statewide agreement and interpretations in italicized type, and also the dates of actions taken.[3] This document is suggestive of the viability of the administration of the Florida Formal Agreement Plan.

GEORGIA

In Georgia, two major committees hold responsibility for articulation between secondary and postsecondary education which includes junior college to senior college transfer. The Georgia Education Articulation Committee

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[1]Student Acceleration in Florida Public Education. (Second Annual Report to the Florida Legislature and the State Board of Education) February 28, 1975.

[2]Articulation Coordinating Committee, Florida State Department of Education. "Minutes," May 29, 1974.

[3]"Interpretations and Annotations of the Articulation Agreement between The State Universities and the Public Community Junior Colleges of Florida," (September 1971 to February 1975) April 1, 1975.

coordinates high school/college relations. Participating units include, in addition to public and private junior and senior institutions, the vocational-technical institutes and hospital schools. A program of counselor workshops consists of annual events throughout the state.[1] Coordination of senior college visits to junior colleges is maintained by the Georgia Articulation Committee, the second important group. A third organization, the University System of Georgia Transfer Credit Committee, is involved in problem solving.

To facilitate credit transfer among all units of this system, a core curriculum was developed in 1966-67 and made effective with the 1969 year. The core curriculum of the university system in Georgia consists of 90 quarter hours of academic subjects and 10 hours of health and physical education as the lower division of the B.A. degree.

> The core requires 60 hours in four areas of general education to be completed by all students. Of the 60 hours, 20 are required in Area I, the humanities, including but not limited to mathematics, and a 10-hour sequence of laboratory courses in the biological or physical sciences. Area III consists of 10 hours in the social sciences, including but not limited to history and American Government. Area IV consists of 30 hours in or appropriate to the intended major of the individual student.

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[1]These events are sponsored by an organization called PROBE, the acronym to describe the interaction between counselor, administrators, representatives and students. A subgroup of the Georgia Educational Articulation Committee, PROBE sponsors activities, counselor workshops, and regional fairs in numerous geographic sites.

> Each unit of the university system decides which 20 hours in Areas I, II, and III, and which 30 hours in Area IV their native students must complete. For example, the hours required of a student in the University of Georgia may be different from those required at Georgia Tech or one of the junior colleges. However, students who transfer among units of the university system must not be penalized by loss of credit. The core curriculum assures the acceptance of transfer or 60 quarter hours in general education and 30 hours in a major area, any fractional part thereof. That is, if a student transfers only 10 hours in a general area, he must complete 10 additional hours as required by the receiving institution. An attempt has been made to preserve the maximum possible degree of institutional autonomy.[1]

A Registrar's Handbook, updated annually, is used by all evaluators in the system to assure consistent treatment.

Several ideals which are fundamental in developing successful articulation agreements are apparent in the specifications of the Georgia Core Curriculum Plan: (1) assurance of equal treatment of transfer and native student groups, (2) transfer assurance of all core courses, (3) consistency in the details of course and credit transfer, (4) use of proficiency examinations in any of the core curriculums, and (5) maximum institutional autonomy guaranteed in naming requirements within the stipulated limitations. While private schools are apparently not directly involved in the Core

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[1]Lloyd Joyner. (report of the Georgia situation) in Toward Solving Transfer Problems in Southern Universities and Colleges: Report of a Workshop, Southern Regional Education Board. (Undergraduate Education Reform Project, Southern Regional Education Board), 1975.

Curriculum, they are participating in the work of the several committees referred to in an earlier paragraph.

While the plan has substantially solved articulation in Georgia, some important issues remain: (1) The Core Curriculum makes no mention of vocational-technical (career) programs, (2) complete faculty acceptance has not as yet been achieved, (3) transfer of "D" grades remains a problem, and (4) students majoring in highly specialized programs have difficulty satisfying the 60-hour core during the freshman and sophomore years.

Georgia continues to be one of the few states operating a fully statewide articulation program.

HAWAII

The seven community colleges of the University of Hawaii system are designed to be an integral part of the total university system. As comprehensive institutions, they offer two-year career programs, liberal arts curricula, and community education opportunities. They are thought of as equal partners in the university's liberal arts program. While this philosophy presumes an automatic articulation/transfer arrangement throughout the system, the university has not had a comprehensive articulation/transfer plan. College parallel courses have, in general, transferred to both the Manoa and Hilo University campuses, along with "D" grades in regular university programs. Other specific regulations have included a "reverse transfer" clause whereby university suspended students may return after completing work at the 2.0 grade level in one of the community colleges.

Recently, the Universitywide General Education Committee chaired by the Vice President for Academic Affairs was organized to develop guidelines on general education requirements. One such degree proposal, called the Option II Associate in Arts degree, would permit completion of all general education requirements at a community college. Thi proposal has been accepted by the Hilo campus faculty and is currently being reviewed by the Manoa campus.

The Manoa campus chancellor's office staff has accepted responsibility to develop "counseling guides" with information regarding program requirements for community college counselors. Other efforts included a January 1974 "articulation colloquium" initiated by Manoa campus personnel with community college counselors. A formalized procedure for reviewing community college courses for transfer in terms of specific requirements is being developed by the Academic Advisory Council of the Manoa chancellor's office. An "articulation ombudsman" now attached to the president's office attempts to solve individual transfer problems.

The Community College Institution Research Unit continues annually to publish "Course Equivalency Tables" which equate various general education courses within the community college system to university campus programs. University colleges are gradually giving support to this list.

High school-community college concurrent enrollment is a rapidly growing program which is receiving legislative interest and support. Since most of the concurrent enrollees register for general education courses, the need for a general education pact is more clearly identified.

The state legislature continues to be supportive of transfer students. Resolutions and legislation are regularly introduced, stressing the importance of keeping the transfer machinery running smoothly.

IDAHO

Articulation/transfer in the State of Idaho continues to operate on an institutional basis. Admissions officers of senior institutions make final decisions on credit acceptability, and degree requirement equivalencies are determined at the departmental or divisional level. The philosophy of the State Board of Education, the coordinating agency for the two public community colleges is expressed in legislation which specifies that up to half of the total credits required for a baccalaureate degree may be earned in a two-year college. Transfer of vocational-technical credits, advanced placement by examination, credit for work experience, and other nontraditional areas are also left to the discretion of the receiving institution.

College of Northern Idaho at Twin Falls and North Idaho College at Coeur D'Alene are the public community colleges. Ricks College at Rexburg, a private church-related institution, is the largest two-year college in Idaho.

ILLINOIS

A statement in the 1964 Illinois Master Plan for Higher Education recommended the development of a plan for articulation. The Junior College Act of 1965 mandated the recommendation in sections 102-111. Similar to the Florida Plan, this statement gives preference to those who have completed associate degrees and baccalaureate degree programs. This implies the omission of occupational-type credit, but some senior

institutions are building so-called "Capstone Programs" for the benefit of community college occupational program graduates. Southern Illinois University at Carbondale is one of the most active schools in this respect. Law Enforcement and Allied Health are two such programs.

While there is no common set of agreements or uniform acceptance of transfer credit, curriculum guides which are essentially sets of guidelines for transfer courses offered in community colleges are spreading uniform acceptance practices. The most recent of these guides is in mathematics. Prepared by groups of community college and senior institution instructors, the guides present minimal course content. The framework of each of the agreements is flexible enough to permit institutional differences in course content and teaching strategies.

The Illinois Community College Board has recently appointed an ad hoc Associate Degree Committee of administrators, faculty, and students to draft a statewide general education compact. Actually entitled the "Baccalaureate Articulation Compact," this working document would give the community college graduate who is admitted to a college or university awarding the particular baccalaureate degree full credit for all baccalaureate-oriented college level work approved by the Community College Board and the Illinois Board of Higher Education. Junior status would be granted if six qualifications are met as follows:

1. The transferring student must not change his intended major or area of specialization.
2. The university or college to which the community college student transfers must have a program in the student's intended major or area of specialization.

3. The 60-64 semster hours of course work represented in the associate degree should include only baccalaureate-oriented college level courses which appear in the ICCB master course file.
4. Within the 60-64 semester hour associate degree, the transferring student should have completed course work by instruction or examination in each of the following general education areas totaling a minimum of at least 36 semester hours:
    a. English and/or Communications
    b. Humanities
    c. Mathematics and/or Natural Sciences
    d. Social Sciences

    Students in certain professional majors or areas of specialization, such as Education and Engineering, may be advised to complete general education requirements other than those listed above, if approved by statewide articulation agreement in that field.
5. The student upon transfer is required to continue satisfactory work according to the standards of the receiving college or university conferring the baccalaureate degree.
6. Students enrolling as freshmen at the four-year colleges and universities can achieve the same baccalaureate degree normally in four years (120-128 semester hours).

Career-oriented credits which belong to Associate in Applied Science degree programs would continue to be evaluated by individual receiving institutions. A similar situation would exist with other associate degrees, such as the Associate in Liberal Studies and Associate in General Studies.

As the "Baccalaureate Articulation Compact" takes final form, further changes will no doubt be negotiated. For example, satisfaction of senior college-university general education requirements is not directly mentioned in the document. While completion of the baccalaureate is "guaranteed" in two years after transfer, senior institutions may see fit to impose such requirements on transfers unless directly prohibited from doing so. Clear protection for the transfer student is recommended.

The Community College Board also adopted a policy statement and guidelines pertaining to the enrollment of high school age youth in public community colleges. Similar to statements approved in a number of states, any student of 16 or 17 years of age who left school can attend an Illinois public community college.

The Collegiate Common Market approach has been gaining momentum in Illinois. Developed from Phase III of the Master Plan for Higher Education which outlines a statewide integrated system of postsecondary education, cooperative projects are funded through the Higher Education Cooperation Act.

Articulation coordinators are active in both community colleges and senior institutions. Both groups have statewide organizations, and meet together annually. Each organization sends a representative to meetings of the Community College Board.

The University of Illinois has developed an extensive visiting program to the public community colleges. Groups of five to seven college office personnel and admission people organize the visiting program to provide university transfer information and to receive community college information from their counterparts.

According to the Master Plan mentioned earlier, major consideration

continues to be given to the development of the two upper division and first year graduate universities, Sangamon State, and Governor's State. These institutions, opened in 1970 and 1971, respectively, were designed to allow smooth transfer of community college graduates, especially in the humanities, social sciences, business and commerce, and education.

For several years, the Illinois Community College Board has had a policy statement on provisions for educational services for 16 and 17 year olds who left high school before graduation or those who cannot obtain appropriate studies in their high schools. Similar opportunities are being provided in an increasing number of states.

The Community College Bulletin, published by the Community College Board, is one of the most effective instruments of its kind. For example, the May 1974 issue identified all community college-university coordinators in both types of institutions and transfer admission data from 30 senior institutions.

The State of Illinois, along with Indiana and New York reported in later sections of this chapter, operated through the state university system an extensive computer network. Called PLATO, this network links schools and colleges in a complex data bank operation which has potential uses in articulation/transfer.

INDIANA

The state-supported higher education system in Indiana consists of Indiana University, Purdue University, Ball State University, Indiana State University, Vincennes University and Indiana Vocational Technical College. The highest degree offered by Vincennes University and Indiana

Vocational Technical College is the two-year associate degree; the other four institutions offer the baccalaureate and graduate degrees. Altogether, the six institutions provide a statewide network of 28 campuses.

While not part of the state supported system, but of considerable value to the people of this state are the independent not-for-profit colleges, universities and vocational institutions. In this independent sector there are 37 institutions and campuses offering programs ranging from basic trade and technical courses to highly advanced graduate study. Another important component in the postsecondary educational system are the numerous proprietary trade, technical, and business schools which offer career training for the post-high school adult population. One other component of the higher education system in Indiana is the Indiana Higher Education Telecommunication System (IHETS). IHETS operates a multimedia communication network through which educational and public service programs are transported to the postsecondary educational institutions.

The volume, The Indiana Plan for Postsecondary Education: Phase One (Volume II), A Pattern for the Future, released in June 1973 by the Commission for Higher Education, presents institutional missions in the statewide system and provides a summary of recommendations on such basic considerations as differentiation of functions, program development, and access to post-secondary educational opportunities on a regional basis. Statewide policies on articulation/transfer, however, do not exist. Articulation is not mentioned directly in this document, although the transfer phenomenon is alluded to in several sections.

In several places, for example, postsecondary institutions are urged to improve cooperation, to assure a wide availability of curricula and to share resources through the use of contractual agreements, one of which

could indeed be an articulation agreement. The IHETS component mentioned in a preceding paragraph also points toward the development of "joint instructional programs among three or more institutions,"[1] suggesting the possibility of corresponding sharing of students. While academic access is given as a major objective of Indiana's statewide system, "access at the upper division baccalaureate and graduate levels may be restricted in keeping with resources and professional needs."[2]

The document also refers to the need for special institutional relationships to share arts and sciences, and occupational program capabilities, thus implying again the possibility of sharing or accepting each other's students.

Decisions affecting articulation/transfer are evidently still made by individual colleges or groups of institutions within the total system. Predictably, it is only a question of time until statewide articulation/transfer policies and procedures are necessary.

IOWA

In 1972 an ad hoc committee was established on the recommendation of the Iowa State Board of Regents to review articulation/transfer problems between the three Regent Universities and the fifteen public-area Community Colleges and Vocational-technical Schools (called area schools). The efforts of this group were successful in resolving several problem areas and the development of a uniform system of grading symbols for area schools.

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[1]Commission for Higher Education. The Indiana Plan for Postsecondary Education: Phase One (Volume II), A Pattern for the Future, 1973, p. 2.

[2]Ibid., p. 17.

Recognition of the success of the committee followed in 1973 when it was made permanent as the Liaison-Advisory Committee on Transfer Students working with the Regents Committee on Educational Relations which is the articulation policy group. The Liaison-Advisory Committee has representatives from area schools and the three regent institutions' admissions offices.

Statewide discipline articulation committees are still maintained to expedite the transfer process. Private two-year and four-year institutions are also included in these statewide efforts. Other techniques to improve communication include a new orientation system initiated by the University of Iowa Office of Community College Affairs which encompasses an "Outreach" component. Transfer students travel to community colleges from the university to answer questions and exchange "straight talk" about their experiences.

The three Regent Universities accept all degree credit courses designed for transfer offered by area community colleges. Up to half of the total number of credits required for the baccalaureate can be transferred. Typically, the University admissions officers determine acceptability and make transfer course decisions. Course applications to major requirements are determined by the specific university department.

A limited number of technical courses may be applied toward a baccalaureate program if these would also apply toward an associate degree at the area school. Several specialized B.A. programs are now available at the university to which far in excess of the 16 identified credits may be applied. No uniform policy has as yet been announced.

KANSAS

Although public two-year colleges have existed in Kansas for over 50 years (in Fort Scott and Garden City since 1919) the state system of 19 community colleges dates from 1965. The State Commissioner of Education, currently the state authority, is advised by a Council for Community Colleges. All but two of the colleges are countywide districts. Approximately one-fourth of the students are enrolled in technical-vocational programs.

A statewide committee, known as the Master Planning Commission, was established by the 1970 Kansas legislature to prepare the first phase of a master plan on education. In a five-volume report, the commission presented a comprehensive inventory of student needs and aspirations resulting from eleven surveys and comparisons. The fifth and final report contains the recommendations of that commission regarding the organization and support of postsecondary education in Kansas. Few states can match the magnitude of the Kansas educational needs inventory.

Community colleges and public four-year colleges and universities recently completed a transfer and articulation agreement. Graduate transfer students from community junior colleges, according to this document, are considered to have completed four-year college and university general education requirements, and are automatically given junior standing. They may, however, be required to take freshman or sophomore courses to meet particular requirements of a given major or minor, as well as any general education courses required of junior and senior students.

A "C" average is considered the minimum transfer grade point average. Except in some cases, no advanced standing credit is awarded for work done

in a two-year college after completion of the equivalent of the first two years of work on any curriculum. CLEP, Armed Forces, and work experience credit have not become a part of the agreement, and remain a matter of institutional policy. The University of Kansas continues to offer several examination programs which can be used to obtain credit including CEEB advance placement examinations and CLEP as a means for awarding credit for nontraditional experiences.

If courses are not exactly equivalent but are transferable, they are identified as accurately as possible and used to fulfill graduation requirements. As is usually the case in such situations, the dean of each specific school determines how these or other courses are to be applied toward graduation requirements. Technical-vocational courses may transfer only if they are of collegiate quality and the receiving institution offers a degree in the field.

The details of the agreement, which resulted from almost two years of discussion by the Council of Chief Academic Officers of the State Colleges and Universities and the Council of Deans and Directors of Instruction of the Community Colleges, indicate that transfer students are to be judged in the same way as nontransfers.

The plan was implemented beginning with the 1975-76 academic year.

KENTUCKY

In 1962, the Kentucky General Assembly authorized the formation and development of a community college state system to be operated by the University of Kentucky Board of Trustees. Actually begun in 1964, the 13 community colleges are comprehensive in design and operation

offering prebaccalaureate, two-year career, and adult and continuing programs.

The system is headed by a vice president of the university. Local advisory boards provide contacts with the 13 service areas throughout the state. Advisory board members are appointed by the governor.

All community college courses which have university or senior college counterparts are acceptable for transfer. Those courses not offered in the University itself are evaluated in the traditional way; e.g., by the dean of the college in which the student plans to major. All lower division academic courses offered by the community colleges are transferable for academic credit to any and all four-year state supported colleges and universities, regardless of the number of academic credits earned at one or more community colleges. This does not reduce or otherwise affect the required distribution between lower division or upper division courses now required for matriculation in an undergraduate program at any institution of higher education.

In recent years, transfer of vocational-technical credits has been eased by the University of Kentucky, and hence by the regional state universities and private senior institutions.

LOUISIANA

The State of Louisiana has six junior or community colleges, three of which are associated with universities. A seventh institution is a comprehensive vocational-technical junior college (Delgado Junior College) which offers Associate of Applied Science programs and academic associate degree curricula. Two of the so-called community colleges (St. Bernard and Bossier) have 13th-14th grade pilot projects, and are not degree-granting.

Since the two-year colleges are scattered, they send few transfer students to the universities. There is a considerable amount of transferring throughout the university system. All public institutions in the state have an open door admissions policy, particularly at the freshman level. Ten of the four-year institutions offer associate degree programs. The junior college role of greater access to education is one of the important dynamics underlying transfer in Louisiana, and necessitating the development of statewide articulation/transfer policies.

As a direct result of a 1973 study prepared by the staff of the Board of Regents, Senate Concurrent Resolution No. 20 was passed a year later. This authorizes and directs the Board of Regents to develop a uniform statewide credit transfer policy and to appoint a committee representative of various postsecondary education organizations to formulate such policies. The committee is in the process of updating the 1973 study referred to above.

With respect to current practices, the number of credits accepted by universities does not equate with the amount of progress toward degrees. While virtually all credits are accepted from recognized sending institutions, not all will apply on degree requirements. As is universally the case, excess credits are recorded and computed in students' grade point averages. Senior institutions are also sharply divided regarding unacceptable categories of credits (including military service credits, remedial work, vocational-technical credits, "D" grades, etc.), suggesting the importance of statewide communication and broad levels of uniformity.

The Coordinating Council for Higher Education's Master Plan of 1972 expressed a commitment to nondiscrimination between native and transfer

students. Equal treatment should be accorded under institutional policy and similar standards should be established. Implementation of this philosophy is now underway.

MAINE

While Maine does not have a community college, two campuses of the University of Maine operate under a broad community college concept--the campus at Augusta, and the sixth college of the University of Maine at Orono which is named Bangor Community College.

The University Board of Trustees adopted a policy statement on articulation/transfer in 1974. As stated in this document, students may officially apply to transfer from one campus to another. If accepted for transfer, all undergraduate degree credits obtained at any unit of the university will be transferable to any other unit. Each transfer student will be expected to meet the established degree requirements of the university academic program.

Each transferring campus designates for each of its associate degree courses the number of credits acceptable to baccalaureate degree credit. Transfer students are not subjected to special requirements for graduation. "D" grades are accepted by receiving campuses. CLEP credits are accepted in some degree by every university campus.[1]

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[1]University of Maine, Board of Trustees. Statement of Policy on Transfer of Credits Among University of Maine Institutions. April 24, 1974.

Intercampus memoranda for each coordinated transfer program are being developed, and students enrolled in such programs have all credits earned as meeting degree requirements.

At present, all transfer policies and procedures are under review.

MARYLAND

The Maryland tripartite system of higher education includes the five campuses of the university system under a Board of Regents, seven institutions under the Board of Trustees of the Maryland State Colleges, and 16 public community colleges under the State Board for Community Colleges. The Maryland Council of Higher Education acts as a coordinating body.

In 1972, the university appointed a Director of Articulation with systemwide responsibilities. He has held annual subject-area articulation meetings of the community college and university faculties in those academic fields with no statewide professional association, and has established a system of pretransfer advising for all public community colleges requesting this service. A series of articulated transfer program booklets have been released listing the courses that should be taken in the first and second years in each community college for majors offered on each university campus. Articulated program booklets have also been published by the university Director of Articulation showing what transfer alternatives career graduates have in the university system and how each of the community college courses will transfer. A newsletter called "The Articulator" is issued periodically to be of assistance to community college advisors. A recent issue, for example, announces the scheduling of 29 subject-area articulation meetings, and a series of transfer SOS

telephone numbers for each of the University of Maryland campuses where transfer students encountering problems can obtain help.

The Maryland Council for Higher Education announced the first statewide transfer policy for public institutions in 1972. The two-section policy:

1. Established a uniform procedure for the movement of students from one segment of higher education to another with a minimum loss of credit;
2. Required institutions to exchange information on students, including grades earned after transfer. These data are reported to the State Board for Community Colleges. They will provide the basis for the first systemwide followup studies on student performance after transfer. The State Board for Community Colleges plans an annual review of this information as one means of assessing the success of transfer programs in Maryland Community Colleges.[1]

A year later, the three segments of the system of higher education negotiated an articulation agreement under the aegis of the Maryland Council of Higher Education. Policies governing acceptance of credits from community colleges are standard; i.e., the Associate of Arts degree serves as the equivalent of the lower division general education requirements at the receiving institution, major program requirements remain the responsibility of the receiving university, community college transfer credits are limited generally to approximately half the baccalaureate degree program. A final section seldom found in statewide articulation agreements presents in considerable detail an appeal system. Complaints initiated by students

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[1]Maryland State Board for Community Colleges. Statewide Master Plan for Community Colleges in Maryland 1973-1983, October 1973.

may in due-process reach the statewide Committee on Articulation for resolution.

The Maryland Council of Higher Education has continued interest in studies concerning Patterns of Academic Success (PAS). The short-term study pertaining to the 1968 transfer group has recently been completed. An interim report on a longitudinal study of 1970 admits was prepared in 1973. That data collection is continuing.

MASSACHUSETTS

The Massachusetts Commonwealth Transfer Compact, which has now been signed by all public higher education institutions, is perhaps the most important document developed in the last three or four years on statewide articulation/transfer. A number of private colleges have also endorsed the Compact.

Acceptance of the Associate of Arts and Associate of Sciences degrees, the basis of the agreement, is thought of as one small step toward a total agreement that would eventually include consensus policies on students applying to transfer individual courses and packages of courses prior to degree completion. The Compact does not guarantee admission to university status, but assures the transfer applicant holding an associate degree acceptance of the entire degree program. The section entitled "Transfer Categories," establishes the rationale for the agreement, and is quoted in full:

> Students transferring credit from the community colleges to upper division institutions fall into these primary groups:
>
> (a) students transferring occasional courses:
>
> (b) fully enrolled students who transfer prior to completion of the A.A./A.S. degree;

(c) graduates with either A.A. or A.S. degrees.

Ideally, there should be consensus on policy relating to all three categories. As one small step toward that ideal, the Transfer Review Council has chosen the third category as the focus of its first policy recommendation.[1]

The statement of policies specifies a 33 credit hour requirement in a total of four areas: 6 hours of English/communication, and 9 hours each in behavioral/social sciences, humanities/fine arts, and mathematics/sciences. The rest of the 60 credit hour package need only be college level work. While the 33 credits are specified, the balance can be selected from broadly applicable courses. If the associate degree does not contain the above distribution, the courses are evaluated on an individual basis.

The Compact also stipulates that the sending institution determines which courses are to be utilized and their placement in the four areas. For example, business math can be used to fulfill a mathematics requirement, and speech can be classified in the humanities.

The University of Massachusetts maintains a grandfather clause for students who entered a community college prior to fall 1974. University core requirements are therefore fulfilled by the associate degree. One core requirement will be waived in associate degree holder cases. Credit for "D" grades (not repeats) will also be given at the university.[2]

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[1]Massachusetts Transfer Review Council. "Policy for Facilitating Student Mobility in Massachusetts Higher Education: Commonwealth Transfer Compact," May, 1974.

[2]Kathy L. Ryan. "Memorandum," Office of Transfer Affairs, University of Massachusetts/Amherst, May 9, 1975.

The university provides a number of special programs which are open to transfer students. These include the Bachelor's Degree with Individual Concentration, Honors Program, Five-College Program, University Year of Action, Outreach, International Studies, Domestic Exchange Program, and Legal Studies. Life experience credit can be arranged by individual review by the faculty, or by means of standardized testing, but this credit does not count toward the 54-credit minimum requirement for transfer.[1]

Two major problems continue with The Compact: (1) While according to The Compact the three sets of university requirements mentioned earlier can be satisfied by community college work, the remaining college and/or departmental requirements must be taken at the university. This situation obviously prolongs student tenure in upper division. (2) In some major fields, specialized accrediting associations (The National Board of Nursing, for example) will not accredit a bachelor degree program if credits are earned in a hospital school of nursing. Since community college programs often include work in hospital nursing, that portion of total credit reported is invalidated.

A new organization named "The Central Massachusetts Inter-Institutional Coordinating Committee" has been created to foster interinstitutional cooperation. Open to two-year and four-year state colleges, the CMIICC constitution stipulates that (1) four-year colleges would not offer the first two years of career-oriented programs offered by community colleges unless a need is supported by a satisfactory reason, and the community colleges, unless the need is compelling, would not in turn begin offering programs now existing in four-year state colleges. This organization,

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[1]Office of Transfer Affairs. University of Massachusetts/Amherst (undated).

first developed as a pilot project in one region of the state, has proved so successful that other regional committees are being planned.

The College Entrance Examination Board continues to publish a pamphlet on articulation developed by the Massachusetts State Transfer Articulation Committee for receiving and sending institutions which explains in procedural language for faculty and students the intent of The Compact. This is one of the better brochures with respect to readability and explicit content.

MICHIGAN

The structure of higher education in Michigan was revised when the state constitution was rewritten in 1963. While guidelines were accepted for coordination, the autonomy of each higher education institution was left untouched.

Article VIII of the current constitution states that the Michigan legislature should provide for the financial support of public community and junior colleges which would be supervised and controlled by locally elected boards. The law further suggests that all graduates of public two-year colleges are to be admitted to one of the four-year public institution commensurate with the student's needs and abilities, as determined by the program undertaken in the first two collegiate years.

These legal stipulations indicate the need for two- and four-year colleges to cooperate if the autonomy of the institution is to survive. Each of the public senior institutions now has a staff person in admissions designated to serve as a liaison with community colleges. The state's community colleges likewise have staff members who perform liaison admission functions with senior institutions.

Through the years, cooperation of a rather high order has been practiced. Authority to determine course transferability, while traditionally resting with the receiving institution, has flexibility in that opportunity is available for change through reevaluation of course content which is often instigated by the campus liaison officer.

The Michigan Association of Collegiate Registrars and Admissions Officers has consistently promoted uniformity in transfer policies. This organization developed and sponsored an important document which has achieved considerable agreement among Michigan institutions on basic education requirements.[1] This document had by mid-1975 been approved by faculties of 29 public and private senior institutions and 24 public community colleges. The intent of the agreement is to insure a common understanding among signatory institutions as to general education requirements. The agreement provides transfer students with program security and planning flexibility.[2]

Since the initial signing of cooperation in November 1972, a handbook has been developed to consolidate material contained in the pact. The following definitions of basic education categories are more precise than the original document:

1. English Composition. Courses offered through an English department or faculty which would include as major objectives the analysis and organization of ideas and the development of writing skills.

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[1]MACRAO Articulation Committee. MACRAO Articulation Agreement and Guidelines. (Effective 1973-74).

[2]For details of the Agreement see: Frederick C. Kintzer. Middleman in Higher Education. San Francisco: Jossey-Bass, 1973, pp.

2. Natural Science. Courses which would provide understanding and practical experience in scientific methods of description, classification, analysis, experimentation and presentation of evidence.
3. Social Science. Courses which are concerned with the analysis, assembly, and correlation of information regarding man's experience through study of his relationship to his environment, efforts to maintain himself, patterns for group living and regulation of the social organization.
4. Humanities. Courses which provide visual, auditory, and written experience with various modes of artistic expression, develop knowledge of the techniques of a given art, increase the student's awareness of the moral and aesthetic values present in a human culture, and introduce the student to the philosophies of the world.

Periodic communications from the Chairman of the Articulation Committee to signatory institutions offer answers to questions. The following examples suggest the value of this communication device:

Question: Will a "D" grade in a general education course satisfy the general education requirement even though transfer credit may not be granted by a member four-year institution?

Interpretation: If a student receives a "D" in a general education course at a signatory two-year institution and that institution will accept the course toward meeting its general education requirements, then any signatory four-year institution should accept that course as meeting a general education requirement, even if transfer credit may not be granted.

Question: Why are the general education requirements stated in terms of semester or quarter hours rather than in numbers of courses?

Interpretation: During the three statewide meetings at which the general education requirements were formulated, this question was discussed at length. It was recognized that little uniformity exists among higher education institutions of Michigan with respect to the credit systems utilized. Some institutions indicated that if courses were stipulated instead of a minimum number of semester or quarter hours, a student could satisfy the general education requirements at some institutions with courses totalling no more than two to four semester or quarter hours.

The final agreement on general education requirements was, therefore, carefully stated in terms of the number of semester and quarter hours which would generally represent a substantial and acceptable general education. It was understood that such minimum requirements might require more than the minimum number of hours because of the course-hour values existing in a number of Michigan institutions.

The Michigan articulation agreement was not intended to limit student mobility to the completion of the associate degree, but at the same time is not necessarily related to admissability. For example, a student who transfers after completing 45 semester hours is considered as having fulfilled the general education requirements of any receiving signatory four-year institution. This does not imply that the student would be admissable if the receiving institution required an associate degree for admission.

One of the unique features of the state committee's interpretation of the articulation agreement is that while the attainment of an associate degree may be desirable for most prospective transfer students, individual

objectives and circumstances are best considered by allowing maximum flexibility to determine the time of transfer. Most agreements tend to restrict transferability to completion of the associate degree. Often a political compromise, an absolute degree requirement for transfer, is an obvious disadvantage to the transfer student.

The Guidelines statement released with the plan includes a detailed process for unresolved student petitions. In this respect, the MACRAO Articulation Agreement is an unusual document.

The Michigan State Articulation Committee is now attempting, on a voluntary basis, to establish uniformity for CLEP advanced credit allowances.

MINNESOTA

Early in 1973, the Executive Director of the Minnesota Higher Education Coordinating Commission appointed a Statewide Transfer Study Committee representing each of the postsecondary systems to conduct a study of the undergraduate student, including student characteristics, institutional policies, and transfer student programs. It is interesting to note that in the fall of 1973, 6,000 students moved from one to another of the 147 postsecondary institutions in the state. Over 2,800 transferred out of Minnesota's 20 public community colleges and, even more significant, 1,163 transferred into community colleges--meaning "down" from senior colleges and universities. In view of these numbers alone, statewide guidelines would be badly needed.

Members of the committee agreed that postsecondary education should be individualized, not standardized, and personalized as much as possible. Procedures to facilitate transfer should not reduce opportunities to satisfy individual needs or reduce the diversity of curriculum course content, instruction, and evaluation. The committee report dated August

1974 includes detailed information gathered from an extensive questionnaire answered by most of the state's postsecondary schools, including area vocational-technical institutes and proprietary vocational schools. Several salient findings were that:

1. Institutional policies and procedures on transfer show considerable variability;
2. Students transferring from area vocational institutions to community colleges and senior colleges have particular problems in credit transfer;
3. Informal rather than systematic communication is characteristic of the transfer scene and relatively little discussion within institutions is devoted to transfer student problems;
4. Little is being done about the credit transfer of nontraditional educational experiences;
5. While many transfer with no serious problems, many others experience some loss of credit, time, and effort.[1]

As reported in studies conducted in other states, the most frequently mentioned problems reported by Minnesota institutions were related to clerical and administrative procedures, causing delays.

The committee submitted 17 recommendations to improve student transfer. Several pertain to speeding communication, special publications for students describing policies and procedures, and high priority to maintaining transcripts) and several research projects (reasons for transfer and problems encountered during transfer), special studies related to credit transfer to and from nontraditional programs and institutions, and a statewide index of course titles, numbers and descriptions.

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[1]Minnesota Higher Education Coordinating Commission. Transfer Policies in Minnesota Postsecondary Schools (Report of the Minnesota Statewide Transfer Study Committee) Part I, August 1974.

The basic recommended policy on credit transfer is the standard acceptance of the Associate of Arts degree as equivalent to a receiving institution's liberal or general education requirements.

The Commission endorsed the further recommendation of the transfer committee that voluntary cooperation would in the long run be more effective in solving problems and promoting the free flow of students than would legislative edict.

MISSISSIPPI

Fourteen of the 16 public junior college districts in Mississippi have implemented a system of identifying courses in all college parallel curricula. The Coahoma and Jones districts operate on the quarter calendar, and therefore do not participate in the numbering system.[1] New courses are constantly reviewed by a screening committee of the Association, and a general revision of the system is schedule by the Deans' Association for the 1976-77 year.

Following an October 1974 meeting of the Junior Senior College Conference, a joint committee was appointed to study the possibility of drafting a policy statement on articulation.

The Mississippi Junior College Business Managers developed, with the assistance of the State Auditor's Office, a uniform system of accounts which is also proving to be a help to institutions in the process of building budgets.

Supervisory and coordinating responsibilities for junior colleges are given by law to the State Board of Education and the Junior College Commission.

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[1]Mississippi Junior College Association. A Uniform Course Numbering System in Mississippi Public Junior Colleges, 1972-73.

MISSOURI

In December 1973 the Council on Public Higher Education adopted a statement on articulation prepared by the State Articulation Coordinating Committee. This voluntary agreement is an outgrowth of efforts dating from 1968 to facilitate articulation between and among public institutions of higher education. This document will remain in effect while state guidelines are being developed by the Coordinating Board for Higher Education which has statutory responsibility.

The State Articulation Coordinating Committee, appointed by the Council on Public Higher Education, is composed of four representatives from the 15 public community colleges, three from the state colleges and universities, and two from the University of Missouri.

The spirit of interinstitutional interdependence and cooperation is clearly represented in the following paragraphs of the Preface to the Articulation Agreement:

> Articulation involves people, policies, and procedures, and the problems which evolve as advisors guide their students in the assimilation of earned credit from pairs of programs and/or colleges. Articulation also pertains to students and college personnel, curricula and degree requirements, services to students and standards by which the services are administered, and/or campus atmosphere.
>
> An effective articulation agreement based upon inter-institutional communication, respect for institutional integrity, and a high degree of flexibility provides procedures

for identifying problems, conducting needed studies, and proposing and implementing appropriate solutions.[1]

Basic regulations are similar to those found in other statewide articulation documents:

1. Students having completed not fewer than 36 semester hours of general education are not required to take further lower division general education courses after transfer. Those transferring with the associate degree and not having met the general education requirements will have transcripts evaluated on a course-by-course basis at the receiving institution.
2. After completing an associate of arts degree of not less than 60 semester hours oriented toward a baccalaureate degree with at least a 2.0 GPA, students will be admitted to a senior college or university as having junior standing and having fulfilled lower division general education, but not necessarily having met specialized lower division requirements imposed by departments or divisions.
3. "D" grades will be accepted in the same manner as the same grade earned by a university "native" student.
4. Vocational-technical work will be evaluated by the receiving institution on the basis of applicability to a baccalaureate program.

Articulation and coordination are carried on in an atmosphere of institutional interdependence. Individual institutions retain their own autonomy for policy and decision making within the framework of the agreement as ratified by member institutions.

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[1]State Articulation Coordinating Committee. Articulation Agreement: Between and Among Public Institutions of Higher Education in the State of Missouri. December 1973.

MONTANA

Postsecondary education in Montana is coordinated by the Montana University System consisting of six units, the Community College System of three community college districts, and the Postsecondary Vocational-Technical Center System consisting of five centers. The Commissioner of Higher Education, as the agent of the Board of Regents, acts as coordinator of community college districts. The Board of Regents of Higher Education is the governing body.

The Board of Regents has recently appointed an Interunit Committee on Articulation to review the articulation/transfer situation and recommend guidelines to the board. Tentative recommendations of the committee include the following:

> All credits earned at any one or all units of the Montana University System, including the community colleges, are transferable between and among those units and will be applied towards the quantitative requirements for the baccalaureate degree at the specific unit.
>
> Each unit of the Montana University System, including the community colleges, is authorized to determine the applicability of credits earned at the other units of the system to the qualitative requirements of the baccalaureate degree at the specific institution.

In other words, evaluation of transfer credits is likely to remain the responsibility of the receiving institution. The six units of the Montana University System uniformly accept equivalent or similar courses.

A departmental chairman must approve the transfer of vocational-technical course credit.

Until guidelines are developed by the interunit committee and approved by the Board of Regents, university acceptance of community college credits will continue to be based on recommendations found in the American Association of Collegiate Registrars and Admissions Officers' Report of Credit Given by Educational Institutions.

NEBRASKA

Nebraska educational systems have recently made significant strides to improve articulation/transfer between the technical community colleges and other higher education institutions, including state colleges, independent colleges, and the campuses of the University of Nebraska system. As a result of the 1974 Nebraska-wide Articulation Conference, an "Articulation Council" was formed to relate and interconnect post-secondary education. The council was given responsibility to establish policy on articulation, to provide guidance to institutions, and to initiate a research and development program on the process of transfer as well as problems and successes.

A second resolution adopted by all governing boards represented at the Articulation Conference is of particular importance in terms of credit transfer:

> All institutions of higher education in the state hereby agree to record all credit received by a student at any Nebraska independent college, technical community college, state college, or campus of the University of Nebraska system.

> Hours recorded will be evaluated by the appropriate unit of the receiving institution for applicability to degree requirements of the program to be selected by the student.[1]

In order to assure authority and to provide a legal basis for the Articulation Council, members are appointed by the appropriate boards. Representative terms of office provide for continuity. A priority effort is being made to facilitate admission of transfer students.

Individual institutions are beginning to follow the University of Nebraska, and Kearney State College is allowing transfer credit application to established technical programs at the baccalaureate level.

With respect to the transfer of academic credits, senior institutions in the state continue to vary between 60 and 64 maximum acceptance.

It is anticipated that the Articulation Council will in the near future release guidelines for institutional ratification.

The Nebraska Technical Community Colleges (merged from the area of vocational schools and junior colleges in July 1973) were successful in reversing a trend toward state control. A bill was passed during the 1975 session that returned budget-setting authority to local boards, eliminating the State Board for Community Colleges and providing taxing powers for local districts.

NEVADA

The Community College Division of the University of Nevada was created by legislative act in 1969. The three campuses are presumed to have equal

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[1]Nebraska Technical Community Colleges. A Basis for Future Planning. State Plan for Nebraska Technical Community Colleges, Part One, March 1975.

social and academic stature with other university divisions, and articulation policies and procedures are deemed to be joint and cooperative efforts of an articulation board. Established in 1974, the University of Nevada System Articulation Board is charged with the responsibility of reviewing individual cases or appeals from students who have encountered transfer difficulties.

Such specific items as cademic record forms, general education requirements, unit of credit, course numbering systems, grading systems, calendars, and credit-by-examination are also under study by the articulation board. The board defines the type of research needed and establishes a priority list for studies to be conducted cooperatively with the Community College and University Divisions. Follow-up transfer students and the achievement of university students transferring to community colleges are given high priority.

While the above items are potential issues in older educational systems, those listed are likely to present immediate problems in a newly organized system. Early creation of the articulation board along with the Community College Division is indeed the wise move to assure uniform and consistent decisions in such critical areas as admissions, concurrent registration, and course status of the new and developing community colleges.

Before the development of Chapter 20--Community College/University Articulation Policy--of the Nevada System Code, transfer guidelines published by the American Association of Collegiate Registrars and Admissions Officers (Report of Credit Given) were accepted as governing policies. Sections 2 (Admissions) and 3 (Evaluation of Transfer Courses) of the System Code set forth similar regulations and accompanying procedural material. University course parallel equivalency is the transfer standard.

University divisions require an overall "C" average in all completed transfer courses attempted as the minimum standard for admission from community colleges; therefore, it is essential that grading systems (for university parallel courses) in the community colleges be comparable to the grading systems in the university divisions. The grade of "D" is accepted for transfer (provided the overall grade average does not drop below the prescribed "C" level), and counts toward a bachelor's degree in the same way as "D" grades obtained by students enrolled in the lower division of universities. However, it is at the discretion of the department or college at the university offering the major as to whether courses with "D" grades in the major satisfy requirements in the major field.[1]

Although community college students are strongly urged to complete lower division programs before attempting to transfer to the university, those who had met university division requirements when admitted to the community college division are able to transfer at any enrollment period. Each university campus grants transfer admissions within policies stated in the System Code. The specific credit that may be applied toward satisfying degree requirements in the particular university/college is determined by the advisor or college dean.

The System Code specifically prohibits one division unilaterally imposing standards on another division. Thus, the community college division has direct policy protection.

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[1]University of Nevada System Code. Title 4--Codification of Board Policy Statements. Chapter 20, "Community College/University Articulation Policy." February 1972 and March 1974.

NEW HAMPSHIRE

Higher education institutions in New Hampshire consist of 16 senior colleges and graduate schools (including three state institutions) and 15 junior colleges and technical/vocational institutes. While only one of these is called a "community college" (a private college, Monadnock in Peterborough),[1] three others offer associate degrees in arts or English (Merrimack Valley Branch of the University of New Hampshire, New England Aero Institute and N.H. Technical Institute at Concord).

Comparable courses are transferred on an individually negotiated basis from two-year colleges to the senior institutions. A great amount of autonomy is practiced in articulation/transfer decision making.

NEW JERSEY

The adoption in May 1973 of a "full-faith-and-credit" transfer policy between the State Colleges of New Jersey, the county colleges, and Edison College represents an extension of the principle of accommodation contained in the New Jersey Master Plan for Higher Education. In that document released in January 1972, every two-year college graduate was guaranteed a place in the state system. The policy statement also represents the culmination of the cooperative work of the Department of Higher Education with the assistance of voluntary advisory committees and the New Jersey Consortium on the Community College.

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[1] Postsecondary Education Commission. "Directory of Higher Education Institutions in New Hampshire." September 1974.

Sections of the transfer policy are devoted to graduates and nongraduates of approved transfer programs as well as graduates and nongraduates of nontransfer programs at county colleges and Edison College. Summarizing these sections:

1. Graduates of approved transfer programs are guaranteed admission to a state college, but not necessarily to their first choice nor to a specific curriculum. However, criteria established for curriculum admission in state colleges are urged to be the same for all students--transfers and regulars alike. County college graduates would be considered to have completed all general education requirements, and the senior institution may not require more than 68 credits for a baccalaureate unless a change of major has occurred. In other words, the transfer student appears to be protected in basic admission and credit completion areas.
2. Nongraduates of approved transfer programs, while encouraged to complete the associate degree before applying for advanced status in a state college, are technically eligible if sufficient credits have been earned to graduate, but a particular course requirement is lacking. Such transfers are treated as county college regular students provided the missing course is not a receiving institution's requirement.
3. Graduates and nongraduates of nontransfer programs are to be entitled to guaranteed enrollment in those state colleges which have programs not formally designated as "approved for transfer." Reference is undoubtedly made here to occupational-type curricula which might be a state college specialty.

> This policy stipulation should serve to legitimate vocational-technical credit transfer at least in fields where baccalaureates are offered.[1]

A statewide task force is currently reviewing the "full-faith-and-credit" policy statement to establish common understandings of the document's intentions. Specific concerns include the accessibility of certain curricula in particular state colleges, specific course and grade acceptability, and relationship of the resolution to private institutions. It is also understandable that the task force would be concerned with the regularizing of policies on admissions of nongraduating county college transfer applicants.

The Office of Research of the Department of Higher Education has also been active in investigating research questions. For example, that office with the help of the Statewide Transfer Articulation Steering Committee has (1) established procedures for counting transfer students, (2) developed projection techniques, and (3) collected achievement and retention data on two-year college graduates.

NEW MEXICO

Universities in New Mexico continue to operate all but one of the public two-year colleges. These branches, two belonging to Eastern New Mexico University, two to the University of New Mexico, and five branches

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[1]Policy of the Board of Higher Education Concerning Full-Faith-and-Credit Transfer and Articulation Between the Public Community Colleges, Edison College, and the State Colleges of New Jersey. Trenton: State Board of Higher Education, May 18, 1973.

operated by New Mexico State University, are called community colleges. Since transfer applicants from New Mexico Junior College at Hobbs are relatively few in number, the university offices of admission are still able to make individual decisions. College deans determine course equivalency for specific degree programs and circulate statements on requirements for transfer. A similar process is applied to transfer applicants from Luna Vocational-Technical Institute at Las Vegas.

The AACRAO document, Report of Credit Given by Educational Institutions, is in general use as a transfer guide.

NEW YORK

An understanding of New York's complex and comprehensive system of postsecondary education is essential for a realistic perspective on articulation/transfer developments in that state.

The Board of Regents has jurisdiction over all units of the State University of New York (including university centers, university colleges, health sciences centers, specialized colleges, statutory colleges, two-year agricultural and technical colleges, community colleges, and the city colleges of New York City), the City University of New York (including a graduate school and senior colleges), and over 130 private colleges. This jurisdiction covers authority to grant charters, approval of new and re-accreditation of existing programs, and the development of a statewide postsecondary education plan. The term USNY (the University of the State of New York, the oldest state educational agency in the country (1784) presided over by the Board of Regents and administered by the Commissioner of Education) is descriptive of this vast aggregation of institutions.

Thus, the board has legal and final responsibility for articulation policies. Improvements in articulation/transfer are developed cooperatively with SUNY, CUNY, and the Commission of Private Colleges and Universities.

USNY is often confused with SUNY (the State University of New York) which is a collection of colleges and universities representative of only one public subsector of postsecondary education.

The Urban Centers which mainly provided occupational education and the Cooperative College Centers which were to prepare students for lower division college work[1] are now merged into Educational Opportunity Centers. Each of the 10 EOCs is affiliated with a college. A member of the SUNY central staff is the coordinator. The EOCs provide nondegree education for persons not admissible to college certificate or degree programs. Work offered includes preparation for college entry, job (skills) training, and credit potential learning experiences. Each of these objectives is self-explanatory.

All but three of the 38 community colleges provide full opportunity programs. This function is also accepted at least to a limited degree by many comprehensive community colleges across the country. The six SUNY agricultural and technical colleges offer opportunities in areas not served by community colleges. These institutions also attempt to meet educational needs which are state focused but not necessarily in local demand.

The 1972 Statewide Plan which presents the Regents' Goals for Postsecondary Education to A.D. 2000 includes a commitment to "provide

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[1]Frederick C. Kintzer. Middleman in Higher Education. San Francisco: Jossey-Bass, 1973, p. 84.

for easy vertical and lateral mobility among the various categories of postsecondary educational opportunities throughout the adult life of every participating individual."[1] In the review of the collegiate post-secondary educational master plan found in the same document, the state university guarantees each two-year college graduate a place somewhere in its system. This resolution was adopted by the Board of Trustees of the State University on November 29, 1972.

In support of the Regents' commitment, the Board of Trustees of the State University of New York recommended that:

> A New York State resident who is a graduate of a State University of New York two-year college, including the community colleges operating within the program of the University, and who possesses an Associate in Arts or Associate in Science degree, shall be guaranteed an opportunity to continue his education on a full-time basis at a senior campus of the University by the fall of 1974; Chancellor authorized to develop and promulgate procedures for the implementation of this policy. This guarantee will be extended to every such graduate who possesses an Associate in Applied Science degree as rapidly as appropriate existing programs are expanded and new programs developed.[2]

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[1]The University of the State of New York. Education Beyond High School: The Regents Statewide Plan for the Development of Postsecondary Education. 1972. Albany: The State Department of Education, November 1972, pp. 10-11.

[2]Board of Trustees. "Procedures for Implementing the Guaranteed Transfer of SUNY A.A. and A.S. Graduates. State University of New York, September 1973, p. 1.

The Regents noted that the state university ought to give transfer students graduated from a two-year college first priority in admission to four-year colleges and after admission accord them the same privileges as students who enter the four-year colleges directly out of high school.[1]

In their 1974 progress report on Education Beyond High School, the Regents pledged strong support for education policies facilitating transfer of students and credits, and assumed that the various upper division institutions would accommodate the expected transfer demand. Each higher education sector has announced policies to implement transfer. Most significant progress has been made by CUNY which, as announced by the New York City Board of Higher Education, guarantees full transfer of all A.A. and A.S. degree credits as well as Associate of Applied Science degree credits from within the university. Intrauniversity transfers, however, account for almost three-quarters of the full-time transfers to senior colleges in the CUNY system. Statewide, the proportion of intra-senior college transfers and junior to senior college transfers is about equal. Of the total full-time transfers in 1973 (33,080) 51% of the in-state total were two-year college transfers. It is of further interest to note that 22% were from out-of-state.[2] Transfer education in New York, as in many other states, is obviously big business.

Private four-year colleges and universities appear to be cooperating with the announced Regents' commitment to articulation/transfer. In 1973 more than half of the 12,500 full-time transfer student enrollment had come from other senior institutions to the private schools.

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[1]The University of the State of New York. op. cit., p. 187.

[2]The University of the State of New York. Postsecondary Education in Transition: The Regents 1974 Progress Report on Education Beyond High School. Albany: The Regents, November 1974, pp. 70-71.

A position paper published in August 1974 by the Regents presents a series of 17 models describing current examples of educational articulation. The following are illustrative of the wide diversity of the statewide efforts to respond to the increasing transfer population from high schools through universities.[1]

> A college and high school have developed a first-year college program for a selected group of high school seniors. The courses are taught in the high school by college faculty. The program results in high school graduation and a complete year of college credit while allowing students to continue their peer associations in the school. Several high schools and a college in the same region have developed a 3-1-3 program. The critical middle year is a combination of the senior year in high school and the freshman year in college. During this year the students take half their work in high school courses that also carry college credit and the other half at the college in courses that also carry high school credit. The result is similar to Example 2--high school graduation and a year of college credit.
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> A community college has developed a plan for a "middle college" that will include the last three years of high school with the first two years of college. It is possible that some students might use this opportunity to reduce the time needed to obtain the associate degree, but another major objective is to provide early special attention for some students who can thus avoid the need for remediation in the 13th and 14th grades.

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[1]The University of the State of New York. The Articulation of Secondary and Postsecondary Education, Position Paper No. 21. Albany: The State Department of Education, August 1974, pp. 17-21.

A baccalaureate college, community college, and high school have developed a cooperative program that allows the student to take certain courses in high school that will be accepted for advanced placement and credit in the colleges. This is an example of trilevel cooperation.

A private university has developed an educational concept that allows professional schools to create cooperative academic arrangements with business, industrial, professional associations, and governmental agencies in their respective fields of endeavor. A key element of the plan is the conversion to academic credit of the knowledge and skills acquired through on-the-job training, in-plant courses and programs, and military educational experiences.

A regional learning service in an 11-county area has been established to encourage the development of cooperative programs between schools and colleges. An External High School Diploma will be offered and the necessary resources and counseling for its achievement provided.

The State Education Department has an Office of Optional Learning Environments which coordinates programs scattered through 18 regional centers. Included in this alternative school movement are schools without walls (the Rochester School Without Walls is the entire city), community schools (in Great Neck Village School on Long Island housed in a church basement), minischools within a high school (learning skills centers), street academies, and dropout centers.[1]

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[1]Ewald B. Nyquist. "Articulation and Learning Options in Education." February 5, 1975. (unpublished paper)

The extensive Regents External Degree Program offers additional options with respect to transfer. The Associate in Arts and Associate in Applied Science in Nursing degrees have been available since 1971, as well as the Bachelor of Science in Business Administration. Another associate degree (in science) and the Bachelor of Arts is now operating. Credits may be earned in a variety of ways:

1. college courses taken in residence or by correspondence from accredited colleges and universities, regardless of the number attended
2. scores earned on college-level proficiency examinations offered by College-Level Examination Program (CLEP), United States Armed Forces Institute (USAFI), College Proficiency Examination Program (CPEP), Regents External Degree Program (REDP), the Advanced Placement Examination Program (CEEB), Undergraduate Program Field Tests (UP), and the Graduate Record Examinations (GRE)
3. military education courses that have received credit recommendations based on an evaluation by the American Council on Education
4. credit earned through an individualized special assessment examination

Credit minimums and distribution and academic average minimums are standard: a 60 credit minimum, with a 30 credit minimum requirement distributed in the liberal arts and sciences and 30 free elective credits earned in any collegiate field, including vocational-technical and professional education. A cumulative "C" average is also minimal for graduation with "D" grades accepted. "Pass-fail" grades are accepted but not figured into the cumulative average.

A credit bank is available to individuals not enrolled in an external degree program who wish an evaluation of records from employment or educational reasons. The recently-created Credit Bank should prove to be extremely useful to military personnel and to veterans who want to have milit[illegible] educational experiences translated into college credits, and others who want to consolidate educational accomplishments.[1]

Special assessment examinations, including oral, written, and performance tests and the evaluation of portfolios, can be elected by degree candidates to apply toward all requirements of external degrees except the professional component in the B.A. degrees. Approximately 2,000 individuals have earned degrees through this program since its inception in 1971.[2]

The Regents have gone on record encouraging receiving (senior) institutions to consider acceptance of associate external degrees and work completed in other competence-based programs by asking institutions to review admissions criteria and transfer policies to facilitate flexibility in transfer.[3]

Tentative guidelines were released in March 1975 by the State Education Department on credit for know edge gained from life experience and findings from some 30 institutions i lentified through the state as awarding credit in experiential learning.

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[1]The University of the State of New York. "The Regents Credit Bank." Albany: The Regents, November 1974.

[2]The University of the State of New York. "Credit for Knowledge Gained from Life Experience." (Memorandum to Chief Executive Officers of Postsecondary Education in New York State) Albany: The State Education Department, March 16, 1975.

[3]The University of the State of New York. The Articulation of Secondary and Postsecondary Education. op. cit., p. 13.

It is readily apparent from examples presented in this brief resume that the State of New York continues to give strong emphasis to improving and increasing transfer options and structural flexibility to promote secondary-postsecondary articulation.

NORTH CAROLINA

Significant progress in increasing and improving options for transfer students continues in North Carolina.

The General Education Subcommittee of the Statewide Joint Committee on College Transfer Students (which publishes a reference manual: Policies of Senior Colleges and Universities Concerning Transfer Students From Two-Year Colleges in North Carolina) has completed a year-long study of general education. A set of guidelines on credit transfer has resulted.

The committee felt that general education courses should be offered beyond the first two years of college. While it realized that students, transfer students in particular, would encounter scheduling problems if many such courses were left for upper division study, early concentration of general education might negate two values of general education, "that of showing the interrelatedness of knowledge and its contemporary validity, and that of encouraging the student to a lifetime commitment to become generally educated."[1] The total program was placed at a minimum of a third of the baccalaureate degree. Receiving institutions were

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[1]General Education Subcommittee of the Joint Committee on College Transfer Students. "General Education." (Minutes) October 25, 1974, p. 4.

asked to be receptive to credit transfer through atypical methods, including examinations, internships, correspondence, or extension work. If the experience is an integral part of the overall instruction within a specific course, credit should be transferred in the same manner as credit for courses taught by traditional methods.[1]

The General Education Program, as adopted by the Joint Committee on College Transfer Students, totals 60 to 68 quarter credits and includes a comprehensive representation of human knowledge and the arts. Beyond the basic core, students would elect specialty courses in their own interests.

Among the items of concern referred to the joint committee are contractual arrangements for general education between two-year colleges and the university and the transferability of nonparallel courses. Recommendations pertaining to both areas are being reviewed. It has been recommended, for example, that community colleges and/or technical institutes should be allowed to contract with a public or nonprofit private college or university. Such work would transfer automatically if favorably contracted. Those colleges offering general education programs without contractual agreements should receive letters from senior institutions indicating transferability of this credit, if credit is desired. Nonparallel courses offered by community colleges or technical institutes would also be favorably considered for minor requirements fulfillment, but not in the major field.[2]

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[1]The Joint Committee on College Transfer Students. "Transferability of Credit Attained Through Varied Grading Systems and Atypical Methods." (Minutes) April 11, 1973, Appendix E.

[2]Executive Advisory Committee, the University of North Carolina. "General Education Program" (undated).

A subgroup of the joint committee is beginning to work on a statewide system for technical course transfer. Many senior institutions, including the major universities, accept technical credits from the 17 community colleges and 22 technical institutes. In every instance agreements are based on acceptance of the Associate of Applied Sciences degree either on an individual basis only (Guilford College) or toward particular Bachelor of Science or Bachelor of Technology degrees.

A progress report of transfer student success in the Bachelor of Technology program at Appalachian State University released in February 1975 documents the ability of groups of transfer students to compete successfully with "native" students.[1] Grade points of about 250 graduates from 30 community colleges and technical institutes were compared with those of regular junior class students in B.S. and B.A. programs. The comparison resulted in a transfer student advantage. Business and engineering transfers showed similar creditable performance records.

The Department of Community Colleges of the North Carolina State Board of Education has developed a rather elaborate policy statement on articulation between the elementary and secondary education systems and the technical institutes and community colleges. This provides for the appointment of local articulation committees to plan the specific local effort. State funds are available for conducting articulation conferences.

Credit transfer between community colleges and technical institutes is also improving. For example, Chowan College, which is representative of many two-year colleges in the state, will accept work where similar skills are addressed, i.e., social sciences, accounting, data processing, communication, and graphic arts.

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[1]Appalachian State University. "Progress Report: Bachelor of Technology Program." February 1975.

Articulation issues and individual problems are referred to the Joint Committee on College Transfer Students which serves as a statewide forum and decision-making body.

The General Statutes of the State of North Carolina states that the Board of Governors of the University is "to provide information and assistance to prospective college and university students and to the several institutions, both public and private, on matters regarding student admissions, transfers, and enrollments." In accordance with this mandate, the University of North Carolina General Administration provides the services of the Vice President of Student Services and Special Programs as professional staff to the statewide joint committee and is responsible for publications on articulation, some of which are listed at the bottom of the last two pages of this statement.

North Carolina is as active as any other state in the development of policies on general education, vocational-technical transfer, and acceptability of education gained through atypical methods.

NORTH DAKOTA

The State Board of Education articulation guidelines described in Middleman in Higher Education (Kintzer, 1973) have not been changed since most problems have been mechanical details rather than involving policy complications or conflicts. Lower division courses continue to be counted for transfer only for lower division credit, and transfers must complete a minimum of 60 semester credits at the University of North Dakota to qualify for the baccalaureate.

The university admits the so-called "university college" transfers with less than 24 semester credits and holds the recording of such credits until the end of the initial university year. This ruling, discarded by most senior institutions, penalizes the transfer student and in effect suggests an inferior rating of the education provided by the transferring institution.

Regarding the transfer of technical-vocational credits, most senior institutions have special degree programs to which some credits will be applied. These special programs are defined as general studies, university studies, or college studies majors.

Representatives of public institutions continue to hold annual workshop sessions to discuss articulation problems and resolutions.

OHIO

Ohio's system of two-year campuses includes five comprehensive community colleges, 17 technical colleges, three state general and technical colleges, 23 branches of state universities, and four urban technical centers. The activities of all these institutions is coordinated with the Ohio Board of Regents.

Campuses of the public system of higher education are authorized to offer the Associate of Arts, Associate of Applied Science, and the Associate of Applied Business degrees. An Associate of Individualized Study is also available. Transfer students enter specific Baccalaureate of General Studies programs under the two-plus-two concept without substantial losses. The receiving institution must, of course, offer the particular baccalaureate degree.

In 1973 (revised in February 1975) the Board of Regents adopted an articulation statement which deals in general terms with transfer of course credit from two-year to four-year institutions. Transfer requests are considered by the universities on an individual basis, including associate degree holders as well as nonholders. Community colleges, branches and state general and technical colleges baccalaureate-oriented students are experiencing little difficulty in transferring their credits. Students transferring from technical programs to universities are finding most general education courses easy to transfer and in many cases the majority of their technical courses. Several state universities have developed baccalaureate programs on the two-plus-two concept, wherein all credits are acceptable through these planned programs.

The "Guidelines on Articulation" call for a statewide mechanism to arrange conferences to develop mutually satisfactory curriculum design standards, course content, and instructional quality in general education. Admission priorities for transfer students holding associate degrees from Ohio institutions are also recommended along with an appropriate portion of student aid resources. The document urges each institution of higher education to improve student advisement offices.

OKLAHOMA

Changes have recently occurred in the legal status of some of Oklahoma's dual system of public two-year colleges. Five of the six institutions formerly known as community junior colleges became a part of the state system as of April 1974. Sayre Junior College remained in its former status. The state supported institutions are coordinated by

the Oklahoma State Regents for Higher Education. Each school has its own board.

Culminating a decade of persistent effort to improve articulation among the state system institutions, the state Regents adopted a policy dated December 1975 which sets minimum standards for the Associate of Arts and Associate of Sciences degrees, and on completion establishes transfer eligibility to any senior institution, including the two comprehensive universities, without further lower division general education requirements. Similar to other recent state pacts concentrating on the two-year degree as transfer "legal tender," the Oklahoma plan sets minimum degree standards while allowing two-year colleges to establish higher standards within the 33-unit general education core.

The plan does not guarantee immunity from major field or specialization courses required by receiving institutions, nor does it protect the intercampus transfer from further general education work. Transfer of vocational-technical credits remains an interinstitutional bilateral arrangement.

In that regard several junior and senior colleges have negotiated individual agreements enabling students majoring in applied science fields to apply transfer units to baccalaureate degrees. Examples of compatible associate-baccalaureate programs programs between Tulsa Junior College and Northeastern State College may encourage further negotiations:

Media Technician - - - - - - - - - - - -	Speech
Computer Science - - - - - - - - - - - -	Business Administration
Secretarial Science - - - - - - - - - -	Business Administration
Nursing - - - - - - - - - - - - - - - -	Administration Psychology

Television Production Technician - - - Speech

Drafting and Design - - - - - - - - - Industrial Arts

Electronics Technician - - - - - - - - Industrial Arts

The state Regents had previously adopted a policy of standards relating to advanced standing credit to provide a mechanism for recognition of noncollegiate learning experiences including credit for work experience, proprietary school education, and military experience. All institutions in the state system had practiced some form of advanced credit recognition, but the lack of comparability among institutions had created problems related to recruitment, educational costs, articulation arrangements, standards, and public relations. The amount of such credit cannot exceed half of the lower division requirements, and not more than half of the total upper division requirements. Twelve or more semester hours must be completed at a state institution before the advanced credit is added to the transcript. Once recorded and validated, the credit is transferable on a regular basis.

The state Regents' policy on admission and retention of students in all institutions in the system has resulted in uniform standards by institutional types and has set standards for the reverse transfer students. The policy also allows any adult resident of Oklahoma who is not a high school graduate to apply for provisional admission as a special student in the State System of Higher Education.

The state junior colleges have adopted a uniform course numbering system. The Regents have also approved the nonpunitive grading practice of South Oklahoma City Junior College on an experimental basis. Other two-year colleges have requested such recognition.

When the problem of curriculum articulation and credit transfer was first addressed by the state Regents in 1965, the comprehensive universities and state colleges were enrolling about 80% of all entering freshmen in public institutions. Oklahoma's two-year colleges now enroll half of the entering freshmen students, making continued access to upper division programs a vital policy matter.

OREGON

The 1971 Legislative Assembly codified community college laws and developed a definition of the comprehensive community college. The Educational Coordinating Council was assigned responsibility for articulation. A statewide Committee on Articulation of Occupationally Oriented Programs has eased the problems of vocational-technical course transfer.

Like many other states, Oregon grants "instant accreditation" to all newly organized community colleges. Since 1969 the State Board of Higher Education has been required by law to approve all courses offered and instructors teaching them in community colleges.

Prior to Spring 1972, 93 credits was the maximum transferable except on special institutional authorization. Thereafter, the maximum was raised to 108 which was 58.1% of the B.A. total. A flexibility clause was added by the state board to allow additional credit transfer. This maximum compares favorably with nearby state systems; precisely the same as the University of California and more (about 8%) than the major universities in Washington and Arizona.

Transfer of vocational-technical credits is on a selective basis, the extent depending upon the character of the work and the student's baccalaureate goals. A special committee coordinating this effort has representation from Oregon State University, Oregon Technical Institute, community colleges, State Department of Education, and the State Office of Academic Affairs. There is considerable feeling that some vocational-technical credits should be acceptable as general elective credit--between 12 and 24 term hours. Additional credits would be acceptable toward requirements of special programs. Also under discussion are proposals to agree on acceptance of the Associate in Arts degree as meeting lower division general education requirements and to provide some kind of amnesty policy for students who find it difficult to qualify for transfer because of poor grades earlier in their collegiate careers.

Interinstitutional committees collaborate on the specific exchange of vocational-technical credits. For example:

> Portland State University and Portland Community College have worked out transfer arrangements from a law enforcement program to the Justice Baccalaureate degree, and joint career ladder programs in medical laboratory technology and medical records administration.
>
> Since 1967 Oregon Technical Institute has accepted completely the associate degree credits in technology fields in which the institute offers degrees. Industrial Arts Teacher Education is one.
>
> Blue Mountain Community College and Eastern Oregon College have a combination arrangement in law enforcement and a general Social Science Baccalaureate degree.

Some of the state system institutions have adopted policies allowing blocks of vocational-technical credits (12 to 18) to transfer as general elective credit without degree reference.

Compared to neighboring states, these should be considered flexible practices. Universities in Arizona and the Universities of California and Washington will not accept such credits. Utah State, Washington State, and California State Universities will if specifically applicable to degrees, and Central Washington State College will also accept them as electives.

Arrangements have been completed permitting transfer of associate degree programs in areas such as law enforcement, nursing, dental hygiene, and social services.

Considerable progress has been made in the quality and amount of counseling services provided transfer students. An annually prepared Recommended Transfer Program booklet is widely circulated and utilized. An interesting communication device is employed by Oregon State University to facilitate its counseling center--a cassette library of tape interviews with representatives of university departments explaining undergraduate majors. Community college and high school counselors make regular visits to the library.

Some universities have employed "transfer troubleshooters." Oregon State University has appointed two part-time former community college counselors to handle transfer problem cases. The assistant dean for academic affairs at Portland State University has been designated as a "friend in court" for community college transfers. The departments of

education, science, and humanities provide faculty acquainted with community colleges to interview and advise transfer students.

The booklet, It's Your Decision, prepared in the Office of High School Relations of the State System of Higher Education provides most recent and relevant information to students on public two- and four-year colleges and universities.

Other examples of institutional efforts to maintain program and course articulation could be cited. To mention a few, the University of Oregon has modified some of its professional programs which specify some preprofessional courses with upper division numbers for the freshman and sophomore years, and has moved these upper division courses to the junior year making it possible for community colleges to offer the total lower division programs. The university has also provided community colleges with a master list of chief advisors in a variety of fields to encourage close communication.

Presidents of several northern Oregon community colleges have formed a liaison group with the president of Portland State University and have been joined by Clark College and Lower Columbia College in Washington.

Two agencies are responsible for reviewing statewide transfer policies--the State System Committee on Community Colleges and the Council on Community College-State System Coordination. The former approves community college instructors and courses required by law; the latter identifies and works toward solutions of articulation and transfer problems and is particularly concerned with policies on credit by examination, work experience, advanced placement, and other nontraditional styles.

The State Department of Education has, by statute, purview of Oregon community colleges for purposes of payment of state support funds.

In recent years, the State of Oregon has made impressive progress in systematizing as well as humanizing articulation/transfer.

PENNSYLVANIA

In the early months of 1973 two documents on articulation/transfer were released by the Pennsylvania Department of Higher Education. The first, a policy statement approved by the Commission of Community College Presidents and the Board of State College Presidents, subsequently adopted by the Board of State College and University Directors, is applicable to associate degree graduates of publicly supported two-year colleges entering state four-year institutions. The latter, "An Articulation Model for Pennsylvania," is directed toward a commonwealth program of public higher education articulation.

The policy statement calls for preference to be given to associate degree graduates and advocates uniform acceptance of "D" grades among both transfer and indigenous students. The statement further stipulated that secondary school transcripts and test scores were to be considered as guidance tools and not transfer determinants. The associate degree would therefore be considered to have satisfied high school graduation requirements. While not all senior institutions are following the request presented in the directive, better cooperation is anticipated in another year.

The articulation model contains ten provisions. Most significant of these are:

1. A general education transfer provision which protects a transfer student who is once certified by an institution as having satisfactorily completed general education requirements, will not be forced to take lower division general education courses in another Pennsylvania institution of higher education.
2. The associate degree is established as the primary basis for admission of transfer students to upper division work in a state college or university.
3. "D" grades are to be accepted for transfer and will count in the same way for both transfer and native students. Justification of major field requirement satisfaction of "Ds" is the responsibility of departments and colleges.
4. While determination of major course requirements for a baccalaureate degree, including courses in the major taken in lower division, is the responsibility of the degree-awarding institution, lower division colleges are encouraged to offer introductory courses which permit exploration in various specializations.[1]

The model also recommends a "Commonwealth Coordinating Committee on Articulation." Although not as yet established, the committee was conceived as a reviewing and evaluating group attached to the Department of Education. It would also serve as an advisory review panel on individual student cases, as well as a continuing review board on the model stipulations. Nontraditional and occupational programs would not be responsibilities of the

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[1]Office of Higher Education, Department of Education, "An Articulation Model for Pennsylvania." March 6, 1973.

coordinating committee. Disagreement over sponsorship is apparently one of the unresolved difficulties.

Omission of occupational programs from the articulation model is again an indicator of the general status of such programs in Pennsylvania and on the national scene as well. Acceptance of the academic integrity of some courses within these programs is slow to be recognized. Nevertheless, it is obvious that interinstitutional cooperation on all levels has generally improved significantly in the last four or five years.

The Commonwealth System of Higher Education consists of 14 state-owned colleges and universities, four state-aided colleges and universities, 11 private junior colleges, 97 private colleges, universities, and seminaries, and 38 specialized associate degree-granting institutions. In addition 34 off campus centers are maintained by seven colleges and universities.[1] This vast array of institutions, many with specialized services communities, reflects the difficulty of maintaining a communication network.

RHODE ISLAND

In Rhode Island governance responsibilities for the entire educational system, kindergarten through postsecondary, rest with the Board of Regents for Education created under the Education Act of 1969. Included in the system are two public senior institutions, the University of Rhode Island and Rhode Island College, and one public two-year college, Rhode Island Junior College. Roger Williams College, formerly a two-year institution, is among the many private senior colleges in the state.

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[1]Department of Education, "Operating Institutions of Higher Education in Pennsylvania Legally Authorized to Grant Degrees." August 1, 1974.

A statewide system of junior colleges is still in the planning stages. The first of these colleges, however, is currently in operation in the city of Warwick with a new campus. There are approximately 3,000 students in Warwick. A Providence campus has about 1,000 students and will become the Blackstone Valley College when facilities are complete.

Most courses offered by Rhode Island Junior College are equivalent to the curricula given in the senior institutions. Because of this similarity factor and as a result of small numbers of transfer applications in any one year, students accepted experience minimal loss of credits. This situation is due, in part, to increasing interest in the formulation of articulation guidelines. At the junior college about 50% of the students are registered in transfer programs or plan to transfer. Each year a minimum of 200 students are accepted at the senior college and at the university.

Rhode Island College has accepted a series of policy statements on transfer based on the complete acceptance of the Associate in Arts degree, particularly from the junior college. The university is also headed in that direction. The 12-item document developed by Rhode Island College equates completion of the Associate in Arts degree to satisfying all requirements of the General Studies Plan with the exception of the General Studies Senior Seminar. With respect to general education requirements, this suggests that A.A. degree holders would be treated the same as the college's ongoing group. This assumption is vital to any articulation agreement.

Similar to other developing agreements, the Rhode Island College document states that all credits earned in courses required for the A.A. degree would automatically transfer, and that credits earned above requirements would be evaluated separately by the director of admissions.

Presumably, extra liberal arts credits would be classified as electives and transferred in number to equal upper division standing.

The Rhode Island College proposal also stipulates that transfer applicants from regionally accredited junior colleges would be expected to meet a 2.50 grade point average. However, applicants from Rhode Island Junior College may be admitted with a minimum index of 2.40 on the recommendation of the dean of the junior college. In faith of this policy, graduates of the state junior college would be considered better risks than those from private or out of state institutions. A similar distinction is made between transfer applicants from regionally accredited four-year institutions and two-year colleges. A lower grade point average is considered adequate for transfers from the former schools. In the former situation, the acceptable index is 2.00 (regardless of performance in secondary school) while a 2.40 or 2.50 is required of applicants from two-year colleges.[1] Despite these apparently discriminatory features, the Rhode Island College guidelines statement is basically a commendable document recognizing equality of the two-year college liberal arts degree. The document has yet to be officially released by the Board of Regents for Education.

A joint committee on articulation/transfer has been formed with membership from all three institutions mentioned.

SOUTH CAROLINA

South Carolina has moved rapidly in recent years in developing a comprehensive postsecondary system. As a result of 1972 legislation,

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[1]Rhode Island College. "Admissions Policies and Guidelines on Transfer Students." Revised: 2/25/75.

the new State Board for Technical and Comprehensive Education was created with jurisdiction over all two-year state supported postsecondary institutions. Most of the technical education centers have been renamed technical colleges, six of these have added college transfer programs and therefore are essentially comprehensive community colleges. Clemson University has given up its regional campuses, but those attached to the University of South Carolina remain, and are encouraged to become comprehensive institutions under the direction of the new state board. All public postsecondary institutions and programs are subject to the approval of the Commission on Higher Education.

The State Technical Education System is having minimal trouble obtaining transfer for its new associate degree programs.

Impressive progress in terms of articulation/transfer has been made in the transferability of credits from Associate in Applied Science degree programs at the Technical Education Centers (technical institutes) to public four-year colleges and universities. While credit transfer has been possible from two-year colleges and regional campuses, senior institutions had been holding to policies which prevented similar transfer from the technical centers. A 1973 report of a special Committee on Transfer of Credit from Technical Education Centers urged total acceptance of associate degree credits.

The statement recommended to the Commission on Higher Education emphasized that the question of equivalency should be based on the value of course content to a general area of knowledge rather than strict similarity of such content to a university course. The committee also recommended assignment of elective credit in the absence of an equivalency for other technical courses.

Students who have done satisfactory work in A.A.S. degree programs are having no difficulty gaining admission to senior institutions. The amount of actual credit acceptance varies, however, according to receiving institutional policies. Engineering remains the most difficult field in which to obtain transfer credit.

This increased flexibility in the articulation of credits has resulted in a return to further education by a number of former A.A.S. degree graduates who, as a result of the policy changes, can re-enter higher education with advanced credits. No longer do they have to start over.

SOUTH DAKOTA

Although South Dakota still does not have public community colleges, four of the senior institutions in the state offer one and two-year college transfer programs. A system of area vocational schools locally operated handle vocational-technical education. Transfer arrangements are currently being developed.

Requests for transfer from South Dakota's four independent two-year colleges to the university continue to be processed individually.

TENNESSEE

Public two-year colleges were first authorized in 1965 by the legislature. A higher education commission was appointed in 1967 to coordinate the development of higher education. Ten community colleges and two technical institutes are now operating. A state master plan was developed and published in 1973.

A Steering Committee on Community College-University Articulation has been established and is composed of representatives of the two public higher education systems, the University of Tennessee and the State University and Community College System. At the direction of this committee, staff of the Tennessee Higher Education Commission have met with the administrators of selected academic programs in efforts to develop agreements relative to acceptance of credit transferred from community colleges and the related matter of level and sequencing of courses in each discipline. Agreements have been worked out in business administration and in history, and work is proceeding in the field of professional education for teachers.

TEXAS

The Fifty-ninth State Legislature created the Coordinating Board, Texas College and University System in 1965 and directed that body to develop a "basic core of general academic courses which, when offered at a junior college during the first two years of collegiate study, shall be freely transferable among all public institutions of higher education in Texas who are members of recognized accrediting agencies on the same basis as if the work has been taken at the receiving institution."[1] The board was assisted by an advisory committee of the Association of Texas Colleges and Universities in drafting the report which forms the policy statement.

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[1]Coordinating Board, Texas College and University System. Core Curriculum for Public Junior Colleges in Texas (updated and re-issued May 16, 1974, p. 1).

The core curriculum (previously outlined in detail[1]) represents offerings by community and junior colleges which are considered minimal by the coordinating board. In the 1974 revised version of the policy, the board again supports the prerogative of senior institutions to innovate and experiment with curricula, content and structure, and teaching methods, as well as the right of two-year colleges to provide courses in addition to those listed in the core. The recommended core included three general curricular groupings: arts and science, business administration (including accounting), and engineering. A two-year college student is required to declare his major field no later than the end of his first year, and if he proceeds to follow the major field core, his chances for completing the appropriate university baccalaureate degree in regulation time are good. Senior institutions are not required to accept more than half of the degree requirements if these are less than 66 credits, although more credits may be accepted in some major areas.

A notable breakthrough was achieved with respect to occupational credit transfer in February 1972 when a core curriculum in law enforcement education was recommended by the coordinating board. A 20-credit core plus a liberal arts sequence of fully transferable work taken at two-year colleges is now accepted by most senior universities and colleges. As described by a spokesman for the Texas College and University System, certain occupational programs where competence can be achieved may be described developmentally as "upside down" programs. Senior institutions, including East Texas State University and Stephen F. Austin University,

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[1]Frederick C. Kintzer. Middleman in Higher Education. San Francisco: Jossey-Bass, 1973, pp. 43-46.

add the general education portion and professional sequences to the two-year college's "major field" courses. This combination then represents the total Bachelor of Applied Arts and Sciences degree package. Model programs are being designed for ten allied health fields.[1]

Texas along with New York, North Carolina, and Oregon appear to be the leaders in the formalization of vocational-technical (occupational) credit transfer.

Another development in Texas' progress in articulation/transfer is in the area of work experience. The Occupational Competency Testing Experimental Program provides additional instruments with which to validate occupational skills and knowledge and express these in degree credit terminology.

A comprehensive survey of articulation/transfer policies practices and problems is currently being conducted by the Association of Texas Colleges and Universities, indicating the desire of that prestigious state body to improve opportunities for transfer students.

UTAH

The State of Utah has five two-year institutions, including three comprehensive community colleges and two technical colleges.

A working Master Plan for Higher Education was adopted by the State Board for Higher Education in 1968, and a series of articulation policies was introduced and approved at the board's September 1970 meeting.

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[1]Raymond M. Hawkins. "The Status of Technical and Occupational Programs as Degree Credit in the Colleges and Universities of Texas." (unpublished paper) March 13, 1975.

The basic policy clause contains the statement that the Associate in Arts and Associate in Science degrees awarded at any two-year institution in the state system should be accepted in lieu of additional general education courses. A student transferring with either degree would not be required to complete any more lower or upper division general education. The inclusion of upper division work in this section is an unusual circumstance. In some states transfer students generally face upper division general education requirements.

Registrars within the Utah higher education system agreed subsequently that all courses numbered 100 or above would be applied toward the 183-186 credits required for a B.A. degree.

While general education is apparently not a transfer problem, completion of "major" requirements continues to be a concern of the State Board for Higher Education. On recommendation of the Commissioner for Higher Education (January 27, 1975) technical colleges were asked to indicate transferable courses in catalogs and where in the state system such courses will transfer, and to continue to emphasize job entry as their primary mission. Problems also exist in the transfer of vocational-technical credits from high schools to higher education institutions.

Sections of the board meeting minutes cited above indicate that transfer of courses applying toward "major" requirements have been developed in engineering technology and industrial technology. A fully articulated nursing program from licensed practical nursing--to two-year registered nursing--to four-year registered nursing has also been implemented.

With respect to cooperative education, two programs were recently approved at the two technical colleges in which an A.A.S. degree will be awarded for apprenticeship training earned through a union and the related training earned through a college.

Regarding the reverse transfer student, all policies apply uniformly up and down the system. One institution, College of Eastern Utah, has published a brochure entitled "University Return," to encourage the reverse transfer.

VERMONT

The Vermont Higher Education system consists of a regional community college and a public technical college, as well as the University of Vermont and three four-year state colleges. The Community College of Vermont, created in 1970, has joined the Vermont State College organization. A large percentage of its students are vocational-technical education majors. These curricula are operating with Vermont Technical College. The community college has no central campus. Community buildings in three regional centers provide classrooms and laboratories.

The university on the one hand, and the state colleges and Community College of Vermont on the other, are operated by two separate boards of trustees. For several years, proposals have been introduced at the state legislature for merger of the university and other public colleges under a single governing board.

While the university and state colleges are not obliged to accept transfers from state or junior colleges, their policy is to admit qualified students who apply for transfer. Each institution establishes its own course and credit acceptance policies. In general, applicable courses will transfer when grades earned in them are "C" or better. An equivalency course base is utilized. Relatively few students transfer throughout the state system.

VIRGINIA

In 1966 the General Assembly of Virginia created the Virginia Community College System. By 1975 these colleges had grown in number to 23 on 32 campuses in districts throughout the state. The establishment of this system has been a significant factor in increasing student access to higher education in Virginia.

Articulation between the community colleges and the four-year institutions has been greatly assisted by the State Council of Higher Education which is the statewide coordinating agency. Each community college deals directly with secondary education within its service area and the State Department of Education. In 1967 the State Council of Higher Education published guidelines for the transfer of credits and appointed an Articulation Advisory Committee for Two-Year/Four-Year College Articulation. Upon further work of this committee, the council updated the guidelines in 1969 and again in 1972. The 1972 guidelines broaden the previous application from community college and four-year state controlled institutions to articulation between two-year colleges and four-year colleges and universities in Virginia, thereby implying

the council's coordinating responsibility for areas involving mutual cooperation between private and public sectors of higher education. The guideline statements are sufficiently flexible to allow implementation of institutional policy.

The process of articulation in Virginia is basically interinstitutional. Individual community colleges deal with each senior college to establish transfer agreements within the statewide guidelines. While this is a lengthy and tedious process, the system allows for individual differences between and among institutions.

Guideline One of the updated policy statement of 1972 reflects the council's philosophy on articulation: In order to assist students in evaluating their general progress and the appropriateness of their educational objectives, four-year institutions and two-year colleges should work jointly and establish systematic procedures to provide counselors and advisors with current and continuing information about comparable courses, curriculum changes, requirements for admission, student characteristics, student services, and performance of transfers.

The guidelines further stipulate that two-year college students should be encouraged to choose as early as possible the four-year institution and program into which they expect to transfer in order to plan programs which may include all lower division requirements of the four-year institution. Performance in the college transfer program offered by two-year colleges is the best single predictor of success in four-year institutions and therefore should count heavily in the evaluation of transfer applicants.

Admissions standards of four-year institutions should be stated clearly to assist two-year college students in planning for transfer.

Transfer applicants from institutions which have institutional approval from the State Council of Higher Education should be evaluated on the same basis as applicants from regionally accredited institutions.

The evaluation of transfer courses by four-year institutions should serve to inform the individual student at the time of admission how far he has advanced toward his degree objective and what residence and subject requirements must still be met. The satisfactory completion of an appropriate two-year associate degree transfer program should normally assure upper division standing at the time of transfer although this does not unconditionally guarantee transfer of all credits. Transfer students should be given the option of satisfying graduation requirements which were in effect at four-year institutions at the time they enrolled as freshmen, subject to conditions or qualifications which apply to native students.

Two-year college students are encouraged to complete their Associate in Arts or Associate in Science degrees before transferring to a senior college except in specialized curricula where it would be to the students' advantage to transfer earlier.

The Articulation Advisory Committee, composed of representatives from public and private two-year and four-year institutions, considers appropriate problems, suggests needed studies, and makes recommendations to the State Council of Higher Education for effective articulation.

Senior colleges and universities generally accept two-year college courses on an equivalency basis. The community colleges in their transfer programs offer lower division study in general education. University and senior college admissions officers and deans determine the appropriateness of community college transfer courses. The uniform course numbering,

title, and credit system in the community colleges assist in this evaluation process. Core courses are basic to all associate degree curricula.

Most vocational-technical credits are not accepted by Virginia senior institutions. Exceptions are invariably those that are directly related to specific baccalaureate degrees, i.e., credit transfer of A.A.S. degree work in architectural, civil, mechanical, and electronics technology from Northern Virginia Community College to Virginia Polytechnic Institute and State University and Old Dominion University, and the A.A.S. degree in police science to George Mason University. Confusion still exists regarding the academic quality of the A.A.S. degree for transfer purposes.

Most of the four-year state controlled institutions and many of the private institutions have, in recent years, established and published course equivalency guides and policies for community college transfers. Many campus meetings are being held to discuss transfer programs with community college representatives, and statewide conferences of representatives of all sectors of higher education in Virginia are focusing more frequently on the matter of articulation.

The State Council of Higher Education states in The Virginia Plan for Higher Education, January 1974, that the state's senior institutions should be as accessible as possible to community college students who contemplate transferring, and the council makes assurances of assistance to the senior colleges and the community college system in developing effective college transfer programs. These assurances imply improved articulation for students holding the Associate in Arts or Associate in Science degree as well as those having the Associate in Applied Science degree.

To assist in the process of determining course equivalencies, some senior institutions have published transfer guidelines for community college students including in some instances an annotated listing of the acceptability of courses of various departments, programs, and schools. The community college transfer programs are patterned to fit into baccalaureate programs. In all cases students are cautioned to acquaint themselves with the specific curricula of the appropriate senior institution. Transfer curricula are basically comprised of lower division study in general education but with sufficient flexibility to allow students to satisfy needs. Core courses and certain minimal criteria established by the State Board for Community Colleges are fundamental to all associate degree programs.

The policy of the Virginia Community College System allows for advanced placement based on credit by examination, credit for equitable occupational experience, and CLEP. Transfer of such credit, however, is by interinstitutional negotiation. The system adheres to a traditional grading policy except that the re-enroll grade "R" is authorized for developmental studies. The pass, satisfactory, and unsatisfactory grades may be used for specialized purposes, not involving regular credit course work. The "R" grade is, again, accepted differently by the various receiving institutions.

Regarding the "reverse transfer" student, some senior institutions have policies disallowing transfer as well as native students to return within a period of time (usually one year). In that circumstance, successful work in a community college during the academic suspension is ignored. A second year of community college work (if a one-year

suspension) would, however, be transferable. In such cases, both the transfer student and the community college are disadvantaged.

The framework for transfer program articulation was greatly expedited by legislation in 1973 which established the State Council of Higher Education Regional Consortia. Membership is representative of the private as well as the public sector of higher education, including community colleges. The consortia is legally charged, among other responsibilities, for credit transferability. Institutional efforts are thereby strengthened significantly as they are shared regionally within the scope of mutual understandings and problems common to the area.

Significant solutions to articulation problems may result from the work of the consortia. For example, two institutions are developing nontraditional degree programs. Admission is planned on the basis of examinations, previous credit, different testing programs. Some educators in Virginia feel that the consortium idea holds great promise.

The University of Virginia publishes a useful "Handbook for Virginia Community College Counselors." The purpose of the booklet is to implement the updated "Guidelines for Promoting Articulation."

WASHINGTON

In the State of Washington the guiding force in statewide articulation is the Intercollege Relations Commission, an arm of the Washington Council on High School/College Relations reactivated in the fall of 1970. This organization has worked on the compilation of articulation policies

on acceptance of the associate degrees, as well as guidelines on the various types of course credit.

With the exception of the University of Washington, Evergreen State College, Gonzaga University, Walla Walla, Whitman, and Whitworth Colleges, all senior institutions participate in the transfer of the associate degrees. While the commission does not have a statewide guide on course credit transfer, most senior schools publish a statement concerning transfer credit. Most are accepting the allowance of 15 credits of vocationally oriented courses to transfer as electives toward a liberal arts degree.

As a general rule, baccalaureate degree granting institutions will liberally accept up to 90 quarter credits; beyond that, some remain comparatively strict in transfer acceptance. In addition to the 15 vocational-technical credit allowance (within the maximum of 40 unprescribed elective credits), some receiving institutions have begun to accept a limited number of such credits toward general education electives. This is indeed an unusual step toward greater flexibility. In fact, three state colleges (Central, Eastern, and Western) are offering to accept vocational-technical graduates into baccalaureate degree programs, providing general education requirements not taken at the community college. For example, transfer students are accepted at Western Washington State College in junior standing without course or credit scrutiny. All collegiate courses that even vaguely relate to liberal arts curricula are accepted. Certain technical courses may transfer to Western under one of the three programs: (1) the Upside Down B.A. Program through Fairhaven College, (2) the block transfer program through the Department of Technology, or (3) reinstatement of nontransferable credits on the basis of proficiency established by related departments.

The State Board for Community College Education has initiated a Community Involvement Program where students are encouraged to work with various nonprofit community organizations. Receiving colleges and universities extend credit at their own discretion.

The Intercollege Relations Commission has developed a "hot line"--a type of ombudsman system in which one individual on every campus bears responsibility for the articulation/transfer process as the official institutional troubleshooter.

Both the university and the state university use the course equivalency approach and continue to publish their transfer program bulletins. Western now produces a transfer advisors' handbook which lists all transfer courses accepted as well as those that are directly parallel to the general college requirements. A section in this publication is devoted to lower division curricular recommendations for every major and a complete listing of policies, procedures, and personnel related to articulation/transfer.

CLEP has not been a popular program in the state. Washington State University is one of the few institutions to grant credit for satisfactory results on these examinations. Many institutions, however, offer advanced placement on high level performance on the Washington Precollege Test.

While a number of intercollege volunteer groups, such as the Intercollege Relations Commission and the Washington Council on High School/College Relations, continue to emphasize cooperative and voluntary articulation agreements, centralization continues at an accelerated pace. A similar trend is evident in a number of states, including California, where local control is threatened by increasing state board pressure.

WEST VIRGINIA

The state legislature created a single higher education board in 1968 and two years later empowered this Board of Regents to shift two-year college branches of senior colleges and universities into community colleges. As a result, Parkersburg Community College, West Virginia Northern Community College in Wheeling, New Martinsville and Wierton, and Southern West Virginia Community College in Logan and Williamson have been created under this authority. The board also converted one graduate extension center into an independent graduate school--the College of Graduate Studies. Students seeking credit for life learning may pursue the Board of Regents External Degree program offered in conjunction with all four-year state colleges and the two state universities.

The Board of Regents developed a series of policies regulating the full transferability of college parallel credit from a community college to any of the state colleges and universities. Individual articulation agreements, including individual course equivalence tables, are in the process of development by both the senior colleges and universities. For example, Parkersburg Community College is developing complete transfer crossover tables for counselors and students.

The statewide policies assure that a maximum of 72 credits and grades earned for college parallel courses will transfer to any baccalaureate degree-granting institution. Accepting or receiving institutions may require up to 36 credits in residence regardless of the number of credits transferred, 16 of the last 32 credits in residence before graduation, and a maximum of 15 credits in a major field regardless of the number and nature of transferable work. The usual "C" average

is required before and after transfer.[1]

The Board of Regents recently announced a policy regarding use of the Continuing Education Unit to extend credit for such activities as short courses, institutes, workshops, etc., heretofore noncredited. A Continuing Education Unit is defined as ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.[2]

A statewide endorsement has been issued for the use of CLEP examinations which are being employed on most campuses in the higher education system. All state colleges offer the opportunity for students to take challenge examinations for courses taught on individual campuses. Some institutions, including Parkersburg Community College, are participating in the Armed Services "Project Ahead."

The Board of Regents publishes two widely distributed publications for its employees--the Messenger and the Higher Education Reporter.

WISCONSIN

With the merger in 1971 of the university and state university system, the Wisconsin Coordinating Council for Higher Education was abolished and a single system, called the University of Wisconsin System, was established. A "Mission Limitation" section was written into the legislation to constrain the new university system from expanding

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[1]West Virginia Board of Regents. "Policy Regarding the Transferability of Credits and Grades." (Policy Bulletin No. 17) November 5, 1971.

[2]West Virginia Board of Regents. "Policy Regarding the Continuing Education Unit (CEU)." (Policy Bulletin No. 32), November 14, 1973.

its curriculum into semiprofessional or skilled trade occupational fields beyond 1971-72 levels without permission of the Board of Vocational, Technical, and Adult Education. The latter board, by similar constraining clauses, could not advance its college preparatory programs beyond 1971-72 offerings without the university board's approval. Care was thereby taken to spell out detailed relationships and role missions of the two remaining boards in the total higher education system.[1]

The university system is composed of 13 campuses, two of which offer the doctorate and other advanced professional education. A new campus at Racine-Kenosha concentrates on majors emphasizing the modern industrial society. Most of the 14 two-year campuses of the university and university extension have responsibility for community outreach programs. Some specialized majors in the two-year campuses require transfer after the first year. The work of the centers and the VTAE institutes and schools is carefully controlled by a joint committee organization of the two above-mentioned systems. Vocational education at all levels remains under the VTAE Board. Many technical colleges in the state have applied to offer college transfer programs, but since most are located where two-year colleges already exist, these technical institutes will probably not be authorized to do so. Actually, three of the 16 VTAE districts have college parallel programs. The liberal arts curriculums at the Madison and Milwaukee Area Technical Colleges were established as alternatives or second chance opportunities to accommodate students who could not meet admission requirements at other collegiate institutions, and some

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[1]Wisconsin Laws, 1971, Ch. 100, Sec. 11-15 (in "Guidelines Defining Occupational Programs"), July 19, 1974.

who had academic difficulty at universities. Similar programs at Nicolet College and Technical Institute in Rhinelander were opened in the absence of any senior institutions in the area. Except for these schools, vocational courses and technical associate degree programs in other VTAE institutes are not designed for transfer. Acceptance of such credits is the responsibility of the receiving college or university, and judgments are made on an individual basis.

For work completed at the three above-mentioned VTAE colleges, transfer applicants may generally obtain up to half of the number of credits required for the baccalaureate but not more than 72. This policy also covers transfers from the university centers to a four-year campus. Vocational-technical credits may transfer with a direct programmatic relationship with a baccalaureate curriculum. Vocational-technical majors applying to transfer can earn credit by examinations in courses where residents have a similar privilege.[1]

Since the UW-Stout campus specializes in training vocational education teachers, more credits are usually accepted there. Throughout the system approximately 50% of the transfers from technical institutes lose some credit; 3% is the average amount.

The last of the county teachers colleges which at one time were numerous in the Midwest, ceased operations in the spring of 1972.

The Department of Public Instruction/Board of Vocational, Technical, and Adult Education Joint Staff Liaison Committee developed a plan for articulating secondary and postsecondary curriculums. Local high schools

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[1]UW-VTAE Systems Articulation and Coordination (UWS-VTAE Information Report), undated.

and vocational schools may contract for complete programs with VTAE institutions or place the high school age students into regular vocational-technical courses.

Plans continue for an "open university" in Wisconsin for part-time adults. Although slowed by inadequate state funding, the proposed "Regents Statewide University" will offer a baccalaureate degree in life studies. This external degree will be field and professionally oriented. It is anticipated that classroom work will not be provided but that development of learning modules will be encouraged. The degree will be organized around learning agreements to meet individual student goals.[1] Other details of this interesting enterprise will be found in Chapter IV.

WYOMING

Statewide efforts in articulation/transfer are now under way in Wyoming. Delayed partially because of small numbers of institutions and transfer students, a statewide Guide for University-Community College Transfer is being developed. Prompted by the activities of the Wyoming Admissions and Records Association, informal agreements are being replaced by written statements.

A maximim of 70 semester hours of degree credit can be transferred from a two-year college to the University of Wyoming. Students classified

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[1] The University of Wisconsin System. "A Planning Prospectus for The Open University of the University of Wisconsin System," Madison: The University of Wisconsin System, November 20, 1973; and "University Education, Research, and Public Service," October 1974.

as juniors or seniors may take courses at a community college which are lower division level with prior approval from their university dean for credit toward a university degree. Normally a maximum of 15 semester credits may be earned by examination. This includes university course challenges, subject examinations in CLEP, and the CEEB APE program.

The University of Wyoming will accept vocational-technical credits from the seven community colleges only if these are applicable to the university's BLAL programs in vocational technology, i.e., manufacturing technology, electronics technology, vocational studies, office administration, the M.S. and M.Ed. programs in industrial education, and certain business career majors.

By university policy, all beginning courses may be challenged either by the department's own examination or CLEP examinations, provided that no prerequisite is required for such course. In certain baccalaureate programs the university will not accept community college work, even equivalent courses, i.e., the nursing degree program.

A Guide to the Evaluation of Educational Experiences in the Armed Services (Cornelius P. Turner, American Council on Education, 1968) is considered the guide for determining transfer value of military courses and experiences.

IV.

Summary

The articulation/transfer scene is a most complex one. In attempting to accommodate nontraditional types of students--to fit prior learning experiences into a traditional credit system--the educational establishment is under heavy pressure from noneducator groups at the state and federal government levels to produce more flexible ground rules for transfer. As one educator aptly said:

> We are in the business of trying to work a jigsaw puzzle in which every piece has the privilege of designing itself (Platt, 1973).

Fear is expressed among educators that not all groups pressing for involvement in developing articulation compacts are totally committed to equal access to higher education, that political expediency may come first. They remain apprehensive. While the need for statewide guidelines and follow-up coordination is recognized, the authority for policy determination should rest with institutions. Dollars efficiency, educators repeat, is not the primary objective behind an articulation agreement. Human potential and individual fulfillment are most important.

The point of view is taken here that articulation/transfer should continue to be basically a voluntary business because success of an agreement depends primarily on institutional relationships. Professional educators are best able to determine the details of a proposed pact--what can work and what cannot be made to work.

Faculties remain apprehensive on still another score--quality control. They fear that to create degree requirement options is to

cause quality deterioration. Some are confident that the answer rests with a competency-based curriculum philosophy, that is, student placement and graduation should be based on evaluation of a series of demonstrated accomplishments. Advanced placement testing is increasingly being used as an option to requiring the completion of prerequisite courses. Systems for awarding credit for prior learning, while not fully sanctioned by the regional accrediting organizations, are now being implemented by universities and research agencies. In this regard the American Council on Education's Commission on Educational Credit should again be cited. The Council's Guide to the Evaluation of Educational Experiences in the Armed Services provides a system from which to develop programs for translating prior experiences into college level credit.

Guidelines or agreements accepted or proposed in several states illustrate possible trends toward greater flexibility. For example, the Michigan articulation agreement (1973-74) does not limit student mobility to those who have completed associate degrees. Time of transfer is to be determined by individual objectives and circumstances. The General Education Program, recently accepted by the North Carolina Joint Committee on College Transfer Students as the transfer mechanism, is also not limited to the completion of the associate degree.

New agreements developed in Maryland and Nevada contain stipulations outlining appeal systems allowing denied transfer applicants to be heard by appropriate appeal boards. The best known appeal system is operating in the State of Florida.

Acceptance of vocational-technical course credits is gradually but consistently spreading on an interinstitutional basis. A few are reaching statewide proportions. In addition to examples cited earlier,

senior institutions in South Carolina have agreed to accept credits from technical institutes which heretofore have been denied credit transferability.

Uniform standards for the "reverse transfer" are found in the Oklahoma plan sponsored by the State Regents for Higher Education.

Secondary-postsecondary articulation continues to improve. A number of statewide cooperative efforts have been described. Particular attention was given to the cooperative work advanced in Wisconsin between high schools and the vocational, technical, and adult education districts. Accelerated opportunities for high school students are provided by statewide testing in such widely separated states as Florida and Washington. California continues to support an unusual if not unique reimbursement formula on high school-community college joint attendance. North Carolina allocates state tax money for secondary-community college and technical institute articulation activities.

Intercollege-university transfer is equally complex, primarily because of the individual nature of institutional degrees and the strong determination of faculties to maintain their programs. Individualism and status are major deterrents to smooth articulation/transfer among colleges and universities. The tendency to be different within the higher education "fraternity" is practically all-encompassing, from admission standards to graduation requirements.

Indeed, students are apt to experience greater obstacles in attempting to transfer from one senior institution to another, even between campuses within the same system, than from two-year colleges. Completion of the associate degree is a convenient transfer device accommodating only those who finish associate degrees in baccalaureate-oriented programs.

The intercollegiate transfer generally faces the same problems as other types of mobile students, but some difficulties are unique. Presuming that campuses within a multiunit university have different graduation requirements, the intercampus transfer will usually be made to complete the set recognized on the receiving campus. Will all courses taken on the first campus be acceptable by the second? How about simultaneous work on two campuses in the multiunit system? In the case of differing residence requirements, where does the transfer stand? Will financial aid grants transfer to the second campus?

The status of other types of interinstitutional transfer applicants also remains in limbo. Concern is specifically expressed for the "reverse transfer" and the "double-reverse transfer" (as identified by Willingham, 1973). Although both categories of transfers continue to increase, little attention is given their plight. Where status rivalry dominates decision making, transfer practices are not likely to be student oriented. In systems where "first chance" students are favored, the intercollege transfer applicant, particularly the "reverse" transfer (or "drop down") becomes practically an unwanted citizen.

The power of state commissions over public postsecondary education has increased rapidly in recent years. This focus was first legitimated in states where program overlap was more glaring, where expensive licensure or professional degrees threatened state resources, or where interinstitutional competition began to cause inequities in transfer student opportunities. Recommendations found in Section 1202 of the 1972 Higher Education Act gave strong impetus to implementation of state-level planning and review.

As controls continue to be exacted, institutions are threatened, communication weakens, and relationships are strained, even hostile. Which is better in articulation/transfer matters: state domination or institutional primacy? The answer, of course, lies in cooperative responsibility where interinstitutional policies and procedures are in concert with statewide guidelines and where the agency serves not as a political arm of the governor or as the "police force" for the legislature, but as a communication bridge between institutional representatives and state government officials.

State postsecondary commissions are asked to serve as review boards. In this capacity, responsibilities need to be openly and candidly delineated to maximize mutual trust.

V.

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